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ABSTRACT

This report is based on the Organization of Eastern Caribbean States (OECS) Educational Reform Strategy Project No. 5 which found that a Teachers Resource Center (TRC) can be a vehicle to provide essential equipment and materials to schools organized in clusters and to serve as meeting places for officials, principles, and teachers. Approximately 80 educators at various levels from classroom to senior administration were interviewed. Visitations to suggested sites were made and documents were collected and analyzed as provided by the respondents. To develop the educational framework, four basic service areas for a TRC were identified as: professional development, instructional and curriculum development, teachers' resources, and technical support services. Based on the collective information from respondents, site observation, review of the literature, and personal experience, the following are provided: suggested strategies for organizing TRCs; ways that the vision can be translated into action; and implications for each of the following Territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines. The 14 recommendations presented are designed to assist decision makers in moving to the next stage according to their local educational needs and priorities, funding availability, access to facilities, and trained staffing. Appendices provide a list of interviewees by Territory, the OECS Teacher Resource Centers study questionnaire, comparative demographic data, comparative data on schools without equipment or facilities, journals recommended by interviewees, and a sample BVI TRC floor plan. (Contains 46 references.) (AEF)

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ORGANIZATION OF EASTERN CARIBBEAN STATES

EDUCATION REFORM STRATEGY

PROJECT 5

FEASIBILITY STUDY
ON THE
DEVELOPMENT OF TEACHERS RESOURCE CENTRES

CONSULTANTS REPORT

by

Gerald R. Brown
Winnipeg, Manitoba, Canada

Joseph J. Halliday
St. Kitts, West Indies

July 1995

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And to Marilyn Waterman and June Dutka for their assistance with graphics and proofreading.

LEARNING IS NATURAL

Children are active participants
in their learning, not passive vessels to be filled.
They are always seeking and choosing what
they will learn and what they will not learn.
Their interest, trust and active involvement are crucial.
Children tend to become personally involved in projects
that appeal to a variety of modalities - reading,
writing, reasoning, building, imagining, and creating.
What a gift we give when we respect the child's natural need
to explore, to reflect, to communicate, to dream
and to celebrate.

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EXECUTIVE SUMMARY

Most thoughtful observers agree that we are in an extended era of change in curriculum and instruction. Changes are occuring at all educational levels, from kindergarten through colleges and universities. Demands for these changes are coming from nearly all sectors of society.

Our students live in a world fueled by change - a world of science-fiction predictions come true - a global village, with the haunting face of famine juxtaposed alongside the banalities of television sit-coms. Future shock jolts our students daily as the technology of our information society races ahead of knowledge and wisdom.

The resource centre is the information centre which will help prepare both teachers and students to live in this information age. Its human, material and electronic resources provide the basis for learning that can change knowledge, attitudes and behaviours. With the tools provided by a quality Teachers Resource Centre programme, both teachers and students will be better able to develop the process skills needed to cope in a changing society.

In the Educational Framework (p. 5 - 14), Mr. Joseph J. Halliday has done a masterful job of reviewing the massive documentation on the role of Teachers Resource Centres in education on three continents over the last 35 years. He shows that there is irrefutable evidence that quality programmes operated by imaginative and innovative leaders have facilitated the personal and professional growth of teachers at all levels. This improvement has manifested itself by the changes that have occurred in the classroom instruction, changed methodologies, improved grades, and perceived decline in discipline problems and increased in student motivation. A substantial bibliography is appended for further reading.

This report is based on the OECS Reform Strategy Project No.5 that Teachers Resource Centres can be a vehicle to provide essential equipment and materials (too expensive to be made available to every school) to schools organized in clusters and to serve as meeting places for Ministry Officials, Principals and Teachers. Recognizing that it will be virtually impossible in the foreseeable future to provide all the necessary facilities to every school, and recognizing further the significance of adequate materials and other support facilities to the learning process, the development of Teachers Resource Centres is proposed as a means of maximizing the use of scarce resources.

The process used in the preparation of the report was to interview approximately eighty (80) educators working at various levels from classroom to senior administration over a period of two weeks on the eight (8) islands. Messrs. Brown and Halliday chose to prepare a discussion questionnaire to guide the

discussion and to help structure the collection of the data. Visits to at least fourteen (14) sites were made. Some documents were made available regarding funding proposals, administrative restructuring and facilities development. The week following the information gathering tour, ten (10) administrative leaders from the same eight (8) countries were in Winnipeg, Manitoba for a study tour and working session with the OCOD offices. Mr. Brown had an opportunity to meet the delegates and to serve as educational tour guide co-ordinator. Several institutions and agencies were visited. Further discussion and planning regarding this project was carried on at this time.

One of the key purposes of the structuring of the interviews was to give the respondents an opportunity to systematically consider the various kinds of services, priorities, locations, evaluation, staffing, training, management, and funding that would be possible in an ideal situation.

To develop the framework for the concept of the Teachers Resource Centre, the researchers premised it on four areas of service (as defined in the literature and in observable practice in other parts of the world). These service areas were: Professional Development, Instructional and Curriculum Development, Teacher's Resources, and Technical Support Services. Interviewee's were invited to describe the ideal situation in each of the above areas, to prioritize the services as they saw the needs, to describe current programmes, and to offer suggestions on how such a concept could be initiated to involve their field of specialization.

Opportunity was taken during the discussion to explore various kinds of networks and relationships with other agencies in the education field on each Island, regionally and internationally. Several charts are provided to illustrate the field perceptions in this regard. Frequently the concept of resource-based learning was addressed. Two charts illustrating this concept are included.

Section 5 addresses ways that the Vision defined earlier can be Translated In To Action. Specific options are provided for each of Management, Staffing, Space Factors, Equipment and Furnishing. Charts are frequently used to illustrate the approaches that might be used. Sample job descriptions and an outline budget form are provided. The options are crafted to illustrate how a service or function might be initiated in a simple way, and then nurtured to a more sophisticated level of service as the need arises. Satellite Resource Centres, Rural Teachers Resource Centres, and Educational Resource Networks are discussed where appropriate to the Island. Suggestions are made for staff re-deployment and training.

The issue of funding is very difficult to address adequately in this type of study. The original OECS proposal indicated that components per unit might cost in the area of Buildings : EC$ 300,000; Equipment /materials EC$ 40,000, and Office equipment EC$ 12,000. In the opinion of the researchers these are valid estimates. However, the costs will vary according to the type of service that is going to be initiated. The setting up of Teachers Resource Centres will require

that each member state examine the objective and mode of operation of the centres; the planning and construction of physical facilities; the provision of materials, supplies and equipment; and above all the staffing.

Throughout the interview process, the respondents were very clear that they wanted the Centres to the managed by an individual with a graduate degree in Education or Library Science, Educational Technology, or equivalent. They urged that the person must have classroom and administrative experience, have demonstrated experience in curriculum design, implementation and assessment, have demonstrated effective use of modern electronic communication and learning technologies. And above all, there was universal confirmation that the person must be recognized by the teachers as one who has leadership ability, is reliable, assertive, and energetic. They wanted a self-starter who will get the work done in spite of the bureaucracy.

Implications for Each Territory (Section 6, p 69 - 110) was the most challenging to prepare. Each of the service components is addressed. Charts are used to illustrate the points. The researchers are aware that they may not have been in an area long enough to have drawn sufficient information. The recommendations are all made in good faith. They are intended to offer a plan to begin putting the concepts in place when taken in conjunction with Section 5.

General Recommendations are presented for your consideration.

1. That the OECS be urged to give consideration to the country specific prototypes and recommendations, to continue their in - country deliberations, and to seek assistance where deemed necessary with the implementation stages.

2. That opportunities for visitations and attachments be arranged for Managers as soon as they can be appointed, and prior to completion of structural renovations, acquisition of equipment and furnishings, in order that perceptions and procedures may be clarified on how Centres can be set up and how they are operated.

3. That, where necessary, external funding should be sought to build and renovate appropriate facilities.

4. That given the efforts of the Territory Governments to provide financial resources for the on-going operational and maintenance costs including staffing, collection development and equipment needs, the Managers of the Centres will initiate mechanisms to foster the greatest possible level of accountability in their operations.

5. That Territories be encouraged to continue to work collaboratively with other education - related agencies and institutions to facilitate the most efficient network

of databases and inter-locking services for the benefit of school classroom instruction, and including capitalizing on joint-use facilities where the demographics make this appropriate.

6. That education-related agencies in each Territory be encouraged to work closely together for cost effectiveness in procurement of supplies, equipment, furnishing, library automation systems, local area computer networks, and the INTERNET.

7. That the role and function of the Advisory Committees for Management, Programme Services, and Evaluation be evaluated on a biennial basis.

8. That an annual statement of Goals and Objectives be developed by the Managers, in conjunction with their Advisory Committees and the Chief Education Officer.

9. That a Plan of Action based on the Goals Statements and outlining specific strategies for implementation, and showing specific methods of evaluation of each strategy must be prepared at the start of each operational year.

10. That the working relationship between the District Education Officers and the Teachers Resource Centre be clearly demonstrated to all schools, and that where possible they should be housed together, or at least in very close proximity.

11. That the Manager of the Teachers Resource Centre be responsible for co-ordinating and/or initiating a Professional Development Plan with the Chief Education Officer and colleagues for the personal and professional development of administrators, teachers and parents in the country; and
11.1 that an annual evaluation and report be used to provide feedback for the cycle of development for the following year.

12. That materials for simple local production of teacher-made materials and resources be supplied as part of the services of the Centre.

13. That the Audio Visual & Electronics Technician service component in the development of the Teachers Resource Centre be initiated as an early priority, with staff training, space, equipment, supplies appropriate to the scope of the job made available; and
13.1 that this expertise and service be provided to all schools and administrators on the Island from the Central site as well as on location as time permits and staff is available.

14. That resources, equipment and supplies for more expensive projects and productions to be implemented through the Centres be costed, project budgeted, or funded from the initiator's account and in collaboration with the Manager respecting time, scheduling, space, staffing and resources .

Section 1 INTRODUCTION

Motivational, manipulative and monetary resources are not merely buzz words conjured by advocates of Teachers Resource Centres. Rather the terms are apt descriptions of the type of resources which students and teachers alike require to improve the existing standard of education, and to advance the frontiers of knowledge deemed relevant to this scientific and technological era. Mere chalk and talk can hardly be expected to stimulate and sustain children's interest.

In the schools, homes and communities of the various territories of the OECS as a sub-region, and as the general pattern throughout the Commonwealth Caribbean, the competing influences which impact daily upon the students' learning environment, seem to intensify as the twentieth century draws nearer to its close. In the resultant educational scenario, the varied challenges which confront teachers are sending powerful signals that new and experienced teachers alike require adequate and relevant resources both to provide them with and to maintain their coping skills.

Routine, unimaginative and uninspired classrooms, may help to foster boredom, absenteeism, and delinquency, and by extension may contribute to frustration, vandalism, violence and crime, which in the long run may prove more costly than an initial investment in potential pre-emotive strategies as Teachers Resource Centres imply. Existing financial constraints within which most Ministries of Education operate may suggest that additional resources to provide Teachers Resource Centres is an untenable proposition. However, this desirable and workable alternative open to Governments should be carefully weighed. In the long term the Government may not be able not to afford the cost of Teacher Resource Centres. An improved system of education need not necessarily cost more. Teachers Resource Centres could help an education system to render services in a more cost effective manner. Cost reduction by the avoidance of unnecessary duplication comes readily to mind.

Through prudent fiscal management, re-deployment of staff, reorganization of available physical and material resources, the Teachers Resource Centres can become a tool for educational change in the territory. More children may benefit in the long run from a delivery system of education at no greater cost. Educational authorities may find that expenditure on education may decrease.

The differing prototypes of Teacher Resource Centres outlined in this presentation should enable the Unit Territories to select model(s) most relevant to their existing educational, social, administrative and financial context. In developing these options the researchers have taken into careful consideration, the existing current educational practices in the region. Attention was paid to the potential human, material and physical resources on which the Centres could be initiated for each member territory. The Consultants took into account factors which have led to the success and failures of Teacher Resource Centres that have been in vogue in developed and developing countries alike for many years.

Data for the research were collected by a fifteen item questionnaire filed at Appendix 2. One of the objectives of the use of the questionnaire was to focus the discussion, and to encourage the interviewees to reflect on current and ideal services needed in the system. In addition the consultants visited actual or proposed sites where varying aspects of Teachers Resource Centre services were housed. Discussions were held with varying levels of administrative, consultative, technical, Faculty and classroom personnel. Data will be presented as frequency count, percentage charts, diagrams and summary statements.

Section 5 of the Report provides many examples of ways in which the vision of a Teachers Resource Centre might be accomplished with options and phases for consideration. Also included here are sample job descriptions based on the perceptions of the respondents, and on observed field practice in other countries.

Recommendations appear at various stages in the document, and specifically in Section 6: Implications for Each Territory, where the research was analyzed and specific recommendations were made for each country in the study. Section 8 provided the general recommendations for the study. The Appendix contains a list of all the persons interviewed, the questionnaire, recommended journals, bibliography, and demographic data.

The establishment of Teachers Resource Centres will involve each member state in an examination of the methods of delivery of education now in place. It will mean a clarification of the vision of what such a centre could accomplish for professional development, instructional and curriculum development, teachers' resources and technical support help.

MAIN ABBREVIATIONS AND ACRONYMS

ACCC	Association of Canadian Community Colleges
CAMDU	Curriculum and Materials Development Unit
CAMPAEC	Curriculum Materials Production and Equipment Centre
CARCAE	Caribbean Regional Council for Adult Education
CARICOM	Caribbean Community
CARNEID	Caribbean Network for Educational Innovation for Development
CDAP	Canadian Development Assistance Programme
CDB	Caribbean Development Bank
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examination Council
ECERP	Eastern Caribbean Education Reform Project
EEC	European Economic Community
EECB	European Economic Central Bank
EMIS	Educational Management Information System
GTZ	Agency for Technical Corporation of the Government of Germany
HRD	Human Resource Development
IIEP	International Institute for Educational Planning

Main Abbreviations and Acronymns continued

ILO	**International Labour Organisation**
JET	**Journal of English Teachers**
MAC	**Management Advisory Committee**
NRC	**National Reform Council**
OEC	**OECS Education Committee**
OECS	**Organisation of Eastern Carribbean States**
OERS	**OECS Education Reform Strategy**
OERU	**OECS Education Reform Unit**
TRC	**Teachers Resource Centre**
PSC	**Project Steering Committee**
RTRC	**Rural Teachers Resource Centre**
STRC	**Satellite Teachers Resource Centre**
TVET	**Technical and Vocational Education and Training**
UNDP	**United Nations Development Programme**
UNESCO	**United Nations Education Scientific and Cultural Organisation**
USAID	**United States Agency for International Development**
UWI	**University of the West Indies**
UWIDITE	**University of the West Indies Distance Education**

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Section 2 EDUCATIONAL FRAMEWORK

2.1 Historical and Philosophical Perspectives

The fundamental purpose of this section is to place Teachers Resource Centres within an historical and philosophical framework. It is hoped that the ensuing brief review will facilitate National Governments in their choice of the various prototypes of TRC(s) which will be elaborated upon in Chapters 5 & 6 of this presentation.

2.2 Definition of A Teachers Resource Centre

A Teachers Resource Centre may be defined as a place available to educational personnel that will provide them with necessary support to carry out their work more effectively. Such a centre may provide different types of services including professional development, instructional and curriculum development, teacher resources and technical support services.

2.3 Teachers Resource Centre Movement

The Teachers Resource Centre Movement which began in Great Britain during the 1960s was by, for and of the teachers. They were "informal, voluntary, grass-roots, practical and fun". (Hunt, 1987 P.36). In Britain, Teachers' centres sprang from complex but identifiable origins in the British educational scene of the 1960s:

1) By the middle of that decade, the successful experience of secondary schools in developing teacher-controlled local examinations, and of primary school teachers in developing in local groups, such as the Nuffield mathematics project materials, had sparked off a mood of confident professionalism.

2) Simultaneously, there emerged across the country hundreds of new, large, comprehensive schools. These leviathans had subject departments large enough to train young staff and sufficient resources to carry on school-based curriculum development. They were their own teachers' centres.

Government policy, later modified, required education authorities in the late 1960s to submit a comprehensive school's re-organization plan. It was a novel situation, requiring much consultation with the teachers who would work the new system. Teachers Centres were therefore provided as neutral settings where discussion could go on away from the administrative atmosphere of the education office or the charged emotional climate of a threatened school. (Main, 1978)

In addition, Centres for the improvement of teaching have existed for many years in the United States of America, have flourished during the 1970s in Australia and in parts of Canada, and there are some examples of the concept in continental Europe. Their development is well documented and details of their organization and functions are available elsewhere. (For the United States of America, see such writers in the professional literature as Alexander and Yelon (1976), Carnegie Commission (1972), Xentra (1976), Diamond (1971), Durzo (1978), Gaff (1975), Lawrason (1976), MacMillan (1975) and Semas (1975); for Australia, see Hore (1979), and Roe (1978); and for continental Europe, Brandt (1979). These various studies and reports reveal quite clearly that centres for the improvement of teaching are a significant part of what Semas (1975) has described as an "explosive growth" in concern for the quality of teaching and learning in education.

But they also show that it is dangerous to generalize on what is meant by a "centre" in this context. Organizations which sound similar in intention and function - and which even bear very similar titles - can have such different material and human resources at their disposal.

2.4 Impact on Education

According to Ubsdell (1992), Main (1985), Downer (1995), Teachers Resource Centres have made positive and significant impact upon teacher effectiveness and pupil achievement in developed and developing countries alike. In fact over two decades ago Thornbury (1973),commenting the international interest in teachers Centres and their stunning proliferation in Britain, opined:-

> " ... an idea so psychologically sound that it is a puzzle to know why they have not dotted the educational landscape for decades. They put the monkey of educational reform on the teachers' back. They meet the felt needs of teachers and show the futility of attempting educational reforms without teachers being directly and importantly involved."

In the literature, purpose, role and function of teacher centers (Collins, 1974, Crosby, 1974; Edelfelt, 1980; Sykes, 1980) have been investigated and discussed, with some models being developed (Schmieder,1977). Orientation with respect to the need for teacher centers appears to rest on a continuum between institutional needs and teacher personal/professional needs (Joyce & Weil, 1973; Collins: Sykes).

Various types of teacher center clientele have been reported on by Collins and by Crosby. There appears to be no standard method of funding teacher center operations; several plans and budgets have been discussed by Schmeider and Yarger, by Andrews (1980) and by Friedman and Alley (1980). The concept and implementation of teacher center governance patterns have been elaborated upon extensively (Howey, 1974; Daveney 1980; Edelfelt 1980; Schmeider & Lovett, 1980). Attempts at evaluating teacher centers have been complicated by a number of factors. Schmeider and Yarger, Feiman (1977), Baden (1980), Caldwell (1980), and Guilkey (1980) have called attention to the complexities involved in evaluating teacher centres since ideological differences tend to lead to different ways of posing and answering questions about effectiveness and to the treatment of expected outcomes.

The lack of a clear definition of curriculum development has resulted in the term being used frequently in the teacher centre literature to describe everything from the design of complex learning systems (Joyce & Weil, 1973) to "make-and-take" activities involved in the construction of learning centres and games. And lastly, little research has been conducted on teacher centres from those who are based in local school systems. What has been done has come from college/university-based persons or from large corporate-type complexes (Harty, 1978).

2.5 Societal Changes and Educational Change

No one can deny that the sub-region of the Eastern Caribbean States is undergoing fundamental changes. The researchers are of the view that Teachers Resource Centres should be conceptualized as a strategy which is most relevant to meet the changing educational, social, economic and political scenario of the OECS Educational Reform Strategy. In fact about two decades ago, Gough (1973) opined that,"The state of very rapid, and seemingly continual change in our society needs to be matched by an equivalent change in the processes of education." In the utilization of Teachers Resource Centres, some of the relevant educational changes which have been selected for special mention are:

2.5.1 Institutional

As a response to the expansion of secondary education in Britain, and wider yet as part of the comprehensive school movement, Teachers Resource Centres played a pivotal role in facilitating institutional change. This experience is of particular relevance to Caribbean countries which are in the process of expansion through the Comprehensive School Movement, by building more secondary schools and by pursuing technical, vocational and adult literacy progammes.

2.5.2 Curriculum Change and Innovation

As part and parcel of the growth of the secondary comprehensive schools movement in Britain, came the need for curricula reform and innovation. In that context Teachers Resource Centres played a dynamic role. Some of the more notable examples are the modernizing of curriculum in Mathematics, Sciences (the Nuffield Science) and the theory and practice of teaching.

Also at those Teacher Resource Centres, teachers acquired new and additional skills in the use of audio-visual aids, computers and project methodology. Teachers Resource Centres responded voluntarily to the need for inexperienced teachers to be introduced to new programmes, e.g. metrication which the British Government had decided to introduce prior to entering the European Common Market.

2.5.3 Improved Relations between Administration and Teachers

Teachers Resource Centres can be a meeting ground where administrators and teachers meet together in a more cordial relation than the bureaucratic framework of the office or Headquarters. As such faculty members at different levels of the hierarchy as well as staff members from different schools could socialize in art, drama, physical training, music and poetry. In those informal settings there are opportunities for teachers to meet others who are a little ahead of themselves, but whose practice is within their reach.

2.5.4 Inservice Education

2.5.4.1 Great Britain

In the 1960s it was found that up to a quarter of the experienced teachers had never taken inservice training. There was also the persistent view that inservice conducted by Teacher Training Colleges through formal programme of instruction, was not directly related to the harsh realities of classroom life. Inservice Teacher Training through Teachers Resource Centres was a natural response.

Inclusive of some of the difficulties experienced were:

.1 Finding suitable replacement for teachers during school hours.

.2 Teachers resented interruption in the continuity of their students. Head teachers favoured short secondments of two to three weeks. Most heads were prepared to employ a supply or floating teacher for that short time, who could be attached to a small group of neighbouring schools. There was clearly scope for an

expansion of the release and secondment of teachers. The problem of replacement could be solved.

.3 Further, if participation in courses was linked more with promotion a high proportion of teachers said that they were willing to attend. Teachers at that time put forward nine priority areas:

3.1 learning difficulties

3.2 new methods of school and class organization

3.3 new apparatus

3.4 planning and developing syllabuses

3.5 courses on recent educational research relevant to their work

3.6 the teaching of academic subjects to non-academic children

3.7 teaching large mixed-ability classes with little equipment or space.

3.8 demonstration of new schemes of work and discussions of their results

3.9 instruction, marking and interpretation of exams and assessment tests.

More primary teachers than secondary teachers reported that they were able to put into practice their experience from inservice courses. Inservice training appeared to have had considerable impact in junior or infant schools and involvement of teachers in the Nuffield mathematics project was particularly evident.

.4 Teacher Concerns

A common grumble from teachers was that they were often out of pocket as the result of going to courses. They had definite preferences. They wanted in-service training close to their own home or school, ideally during school hours ; otherwise at a convenient time after school, for half or a full day or at week-ends or for up to one week at a time during vacations. One might deduce therefore that the provision of local rather than national or regional inservice education was urgently needed. Emphasis on local courses would remove the need for residence and meet the complaints of teachers about the cost of travel and that they were too tired to travel far after a day's work.

The educational research evidence has pointed indisputably to the need for Teachers Resource Centres

2.5.4.2 Inservice Education: The USA Experience

According to Yarger (1990) Berman and Mc Laughlin, Merton and others, who had conducted surveys of over 293 federally funded U.S. Teacher Centres, they found that there were 13 common generalizations relevant to inservice education. They are:

.1 Administrators and teachers made joint decisions about need and project activities.
.2 Inservice activities were directed at teacher identified needs.
.3 Resources existed for timely response to teachers identified needs.
.4 Small group programming was central to the inservice program.
.5 Hands on/concrete experiences for teachers were central to the Inservice programme
.6 Local people especially teachers were used as a primary
.7 Inservice activities were offered during the school day.
.8 Resources were available providing ongoing support for individual teacher needs.
.9 Emphasis was on local teacher development.
.10 Resources such as release time and money were available.
.11 Participation in inservice was voluntary.
.12 Opportunities existed for informal peer interaction.
.13 The point of view that teachers were professionals pervaded the school districts

In further commenting on the legacy of the Teachers Resource Centres, the authors surmised that:

"Although there is no way it could have been known at the time, retrospective analysis has made it quite clear that teacher centres were in many ways, the precursor of teacher empowerment, which has been central to the increasing movement toward professionalization of teaching. This basic empowerment of teachers constitute perhaps the most important teacher legacy." (Yarger, 1990).

In summary, the research found that teachers spoke frankly to each other about their own perceived needs for professional development in a pleasant environment, where they were not afraid to "exhibit deficiencies". That atmosphere of freedom was one of the fundamental basis of teacher empowerment. Teacher empowerment was more than enhanced collegiality, it was the sharing of a common

language and a knowledge that the administrators were working within a structure in which teachers were the dominant force.

According to Gold (1990), Supercenters in New York have been successfully established and ran by a School Board. These Centres provided training for new assistant principals, renewal for principals, and a place where consultants and experienced administrators met on common grounds.

2.5.4.3 Inservice - The Canadian Experience

The Canadian experiences in some respect were not very dissimilar from the research reported above. However, questions were asked as to whether Teachers Resource Centres were to be the initiators of reform or respondents to requests. The view prevailed that Centres were to be sensitive to the needs of institutions. However, considerable caution was advised, Teachers Resource Centres ran the danger of spreading themselves too thinly over too many activities thereby reducing their effectiveness.

In attempting to provide instructional development for improvement in teaching, many centres attempted to act as a:-

.1 clearinghouse for information,
.2 library for local use, e.g. on innovation,
.3 newsletter publication or other information dissemination,
.4 reading, study skills, and other training to students,
.5 ongoing (formative) evaluation of courses and programmes,
.6 assistance with course and programme planning,
.7 production of "packaged" course materials,
.8 faculty workshops on instructional methods,
.9 course evaluations (final, summative),
.10 applied research on learning and curriculum,
.11 theoretical research,
.12 advise administrators on educational policy,
.13 lobbying for changes in the reward system,
.14 source of support and recognition for good teachers.

It is worth noting that these activities were aimed to meet a wide range of needs. Some were clearly aimed at the individual teacher (e.g. "workshops on instructional methods"), others at institutional philosophies (e.g. "lobbying for changes in the reward system"), and yet others at some form of support for

educational development (e.g. "advise administrators on educational policy" and presumably the various research activities).

The above underlined the view that Teachers Resource Centres have been given - or have developed for themselves - an extremely wide range of work. Some of it clearly requires the skills of working with individual teachers, some demands sophisticated political skills, and some must be based on scholarship and investigatory skills.

Centres, however, did not always pre-determine priorities from within a long list of possible activities. Many of them advertised that they were to be involved in any or all of the known instructional development processes, if they are asked. Instructional design programmes frequently run the gamut of every nature and extent imaginable.

In Britain, Canada, and the United States, specialized teachers resource centres sprang up to develop and expand curricula and teaching strategies in a wide range of subjects. Inclusive of those specialized centres have been Reading, Science, Mathematics, Geography, History, Social Studies, Early Childhood Education. (Brinkenhoff (1989), Swiniarski, (1982), Novelli (1990) Gould and Letven (1987)

2.5.4.4 Inservice Education - The Caribbean Experience

Although all the territories of the Caribbean have some teacher resources, and do provide some services, few island educators would really claim to have established Teachers Resource Centres. Trinidad and Tobago is perhaps the one exception. The main purpose of relating the experiences above was to become informed about the past and the present, and to use that information as a guide for the future.

It is proposed that the OECS Education Reform Strategy for the sub-region should pay careful attention to the concept of Teachers Resource Centres. In operationalising goals and objectives related to this ideal, start up activities must continue to: .1 identify needs and resources

.2 establish priorities

.3 design and implement strategies for implementation

.4 evaluate and document experiences and resources, or an ongoing basis

.5 pay special attention to interrelating of ideas

.6 have very clear visions as to the future of the work, with a great degree of intuition, much ability and above all confidence in the appropriateness of the idea for education.

2.6 OBJECTIVES OF TEACHERS RESOURCE CENTRES

1. To improve student learning and enhance teacher development by linking teachers with their peers, consultants, multi-media resources, community agencies, parents and post secondary institutions.

2. To promote teacher professionalism by providing a receptive atmosphere for the pooling of ideas, as well as a mechanism for teachers to keep pace with issues, ideas, topics, methods and developments in education.

3. To develop partnership between education personnel, parents, private sector organizations and the public.

4. To foster and strengthen the net-working of databases from educational institutions and library services.

5. To facilitate cooperative planning and teaching.

6. To provide a responsive and flexible mechanism to assist teachers faced with a difficult teaching -learning situation.

7. To provide liaison with other national Teachers Resource Centres, and existing materials production units.

8. To collect curriculum development material from Curriculum Development units and Resource Centres from member territories at the national and sub-regional level.

9. To establish an effective information network of curriculum resource materials across / for the benefit of the national territories and the sub-region.

10. To evaluate available curriculum materials for the benefit of teachers in the territories.

11. To reproduce relevant curriculum material available in member territories for the benefit of the local classroom teachers.

12. To provide technical support for activities in curriculum development efforts at the local centre.

2. 7 EXPECTED OUTCOMES

In general the four main types of programmes which Teachers Resource Centres have attempted to provide may be classified thusly:

2.7.1 PROFESSIONAL DEVELOPMENT

It is strongly recommended that Teachers Resource Centres should have a directory of national and selected centres, regional educators and institutions with listings of skills and services available. This could mean that by contact through the

appropriate chain of command, teachers who utilize a particular centre could draw from the requisite pool of expertise for assistance based upon the teachers specific needs. In brief "Teachers Helping Teachers" is an appropriate motto for a Teachers Resource Centre committed to the professional development of its clientele. The Resource Centres should provide both the resources and an environment conducive for the professional and personal support of various categories of teachers for the learning of new skills and concepts.

2.7.1.1 School principals, especially, as first line managers are expected to play a key role in the initiation and management of educational reforms in their respective institutions.

2.7.1.2 Beginning and experienced teachers alike need these Resource Centres as places where they would turn for verification of concepts as well as for ideas on how to handle difficult lessons, topics, themes and concepts. Teachers who live far away from capitals and major towns, have little opportunities to keep abreast of developments in the profession. They require the resource centres for periods of sharing and reflection.

2.7.1.3 Increasingly parents are becoming interested in their student's programmes. When new curricula are introduced, the parents can use the Centre for acquaintance with, or initiation into the new programmes and methodologies.

2.7.1.4 Teachers Resource Centres are appropriate places for consultants to meet with educational personnel at different levels of the system , as well as for the exchange of ideas and experiences in subjects of specialization and expertise.

2. 7.2 INSTRUCTIONAL AND CURRICULUM DEVELOPMENT

Teachers Resource Centres should serve as national repositories of past and current instructional material. Some brief training of teachers or orientation to new materials and curriculum, will help the trainees to benefit optimally from the various programmes.

As opportunities arise for teachers to share their experiences of successful innovations in different disciplines, the adaptation and implementation of new material could make meaningful impact on the students.

The Centres should serve as Curriculum Data Bases for available work books, Measurement and Testing Instruments, Standardized Tests, Curriculum Modules, and Unit Lessons to cite a few examples. Models of Curriculum Development and Assessment would serve as guides for teachers working in similar areas.

2.7. 3 TEACHERS RESOURCES

It is of critical importance that teachers keep abreast of new trends in education. The numerous periodicals, journals, magazines, newsletters, professional papers relevant to teachers at different educational institutions, should be available at the Resource Centre.

The centre should also provide access to human resources or expertise, materials storage space, work space, conference and meeting space, individual work space, equipment, and the supplies to go with the purpose of the centre.

Another significant area of Teachers Resource Centre services is access to quality collections of children's books and media, a model library collection, and an electronic network collection to other resources in the community.

The issue of Teachers Resources also brings into consideration the wide variety of useful pupil work books, and educational games. Many of the same are available commercially. Experienced teachers have at their disposal, useful local material which they would be willing to share with peers.

Displays of charts, apparatus, projects, books which teachers, students and parents may peruse should always be present.

2.7.4 TECHNICAL SUPPORT SERVICES

Instead of each school or institution attempting to duplicate expensive educational equipment, hardware and software, a Teachers Resource Centre could serve a cluster of schools / institutions in a given locality.

With the current level of educational technology, technical advice should be sought in the purchase of computers, video, photocopiers, laminators, dark room facilities which are required for the Teachers Centre.

The electronic accessing and retrieving capabilities of the Centre could minimize the need for bulk storage and the preservation of massive documents in paper form. Each Teachers Centre should be linked by INTERNET to existing Centres and Institutions nationally and regionally.

The Centre requires capable technicians, maintenance staff, security and transport services. Equally the centre should provide training for all personnel in the use of equipment relevant to the Centre.

All equipment and instruments loaned from the Centre should be carefully indexed, and the items signed in and signed out by and to the relevant institutions and persons.

Section 3 Data Collection and Analysis from the Territories

3.1 Interviewee's Perspectives

In order to structure the collection of data, a questionnaire was created based on the researchers' reading of the literature, personal observations and the needs of the project. The sequence of the questions was designed to encourage the participants to think through the various aspects of the development of a Teachers Resource Centre in their territory. Since the questions were generally open ended, ample opportunity for presentation of unique data appropriate to the territory could be provided. A copy of the questionnaire may be found in Appendix 9.2.

The results of the interviews will be generalized in the following section.

3.2 Services Desired in a Teachers Resource Centre

There were four areas of service which were investigated with the interviewees. They were: professional development, instructional and curriculum development, teachers' resources, and technical support services. The responses in each area give a good perspective of the perceived needs from the territories individually and collectively. During the interviews, the respondents were encouraged to think creatively on the future possibilities that such a Centre might have.

3.2.1 Professional Development

In the area of PROFESSIONAL DEVELOPMENT, consideration was given to the varying needs for work with beginning teachers, experienced teachers, new curriculum introduction, and work with parents. The following types of services were emphasized most frequently:

- space to do workshops for training sessions, curriculum development work, refresher courses, etc. with all educational constituents
- large conference or flexible rooms to accommodate meetings
- displays related to the topics under discussion in meetings
- equipment appropriate to the presentations, VCR, OHP, Computers
- production supplies so that participants could make models, samples, or copies of the materials appropriate to implement the concepts under consideration
- access to resource personnel who could do the presentation or who could act as mentors in the implementation of the concepts
- lab facilities for more intense and practical work, e.g. computer training
- focus point where teachers will come together to network, share ideas and learn from each other in informal and comfortable settings
- model classrooms, learning centres
- strategies for instruction using people who are currently in the classroom

3.2 Services Desired in a Teachers Resource Centre

3.2.1 Professional Development continued -

- open to all in any aspect of education in the community, including parents
- extended hours of service - access during hours when school is not in session so classroom teachers will be able to come to the centre
- opportunity to see, read and borrow materials related to changing curriculum, teaching strategies, instructional procedures, and action research reports, in all media formats
- located so that there can be close access to the client, hence more than one centre if possible on the island to encourage a higher level of participation, less travel time, and lower accommodation costs
- access to food services, catering, or restaurant, so people do not have to go long distances to get meals, snacks, drinks, etc.

3.2.2 Instructional and Curriculum Development

The respondents showed a clear differentiation between professional development and INSTRUCTIONAL & CURRICULUM DEVELOPMENT. They identified the kinds of space, activities and resources needed to implement this aspect of a Teachers Resource Centre. The following comments were reported:

- awareness sessions for all levels of staff related to the use of technology in education, from overhead projectors, VCRs, computers, combined with access to the resources to use with these pieces of equipment .. video cassettes, transparencies, audio tapes, computer software... and with equipment that could be loaned for a trial period to a school where the resources are not yet available, or where there needs to be an impetus to get the concept rolling
- model units and modules of material that will enrich the curriculum, which are locally prepared and shared among teachers
- materials that could be copied appropriate to local needs
- models of curriculum development units from other areas around the Caribbean, and abroad to be used in planning new material
- sample test items/bank that can be used by teachers to model their own test design activities; also common tests across the district or region; and through this vehicle look at ways to establish district achievement tests and benchmarks for standards
- children's work samples on exhibit in strategic areas
- feedback on new curriculum as it is being prepared by consultants and teacher teams, including information on the appropriateness of resources and supplies to implement the programmes
- demonstrations of action research that is going on in the field

3.2 Services Desired in a Teachers Resource Centre
3.2.2. Instructional and Curriculum Development continued

- value of the make and take centres as a way to share new ideas, and to help teachers learn how to make their own teaching aids and devices
- value of a recycle centre, so that resources can be obtained economically
- space to conduct meetings, to do workshops or to have conferences away from the school site, so that people get a chance to see new things, to share ideas, and to network with other staff who are facing similar problems
- importance of human interactions so that personal networks can develop both within the schools and across the territory, so that colleagues can draw on local expertise as leaders, mentors, and peer support systems
- use process learning techniques with teachers as they prepare booklets and other instructional aids at the centre
- centre becomes the focal point for curriculum development activities to design curriculum, modules, resource materials, production of new resources, reproduction of existing or revised materials, use of equipment, etc., including the implementation and evaluation stages with staff in the school in a cyclical pattern
- access to new materials, for examination and for use with colleagues or students, from a wide range or sources which might be used to upgrade methodologies, strategies and skills for teachers, principals, and parents
- facilitates the meeting of subject committees to discuss local needs, to assess existing resources, to revise and to field test materials
- agency that can assist in adult literacy programmes, (including dropouts), role of business sector, on the job training, and community relations
- develop educational broadcasting services in audio and video formats
- enhance infant school training and resource centre services
- provide tutoring or baby sitting services for children while the parent is attending sessions
- model teaching environment to display and demonstrate current methods, and/or to house resources that are too expensive to duplicate in all schools

As the interviews progressed, the close integration and frequent overlapping among the services that might be offered by the Teachers Resource Centre were emphasized strongly.

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3.2 Services Desired in a Teachers Resource Centre

3.2.3 Teachers' Resources

In the area of TEACHERS RESOURCES, the researchers were frequently reminded of the suggestions in the previous sections, and how imperative it was to have adequate and appropriate resource materials and equipment to do the tasks. The following points were noted:

- **careful co-ordination among existing resource and information providers to avoid duplication, and to spread the funds wisely, including**
    - **collaboration among school and public libraries in location of services, management, procurement of materials, extended hours**
    - **accessing resources from other government departments, including National Documentation Centres**
    - **links to other educational bodies, e.g. UWI**
    - **provide links to public agencies which have resources to share**
    - **information networks between the islands and abroad**
- **develop close working relationships with Teachers Colleges and Technical College collections and services to schools and administrative leaders**
- **trained library staff, with support clerical and technical staff to be able to provide quality service and advice to clients**
- **networked computer databases and systems to all the above agencies**
- **INTERNET connection at each centre**
- **loan services to teachers and parents, with extended hours of service**
- **Professional Resource Collection on site, for loan, and in all media formats**
- **labs that could be mobile in the areas of computers, science, languages**
- **photocopier and reprographic equipment that can stand heavy use**
    - **quick turn around time on quantity runs**
    - **single copies for immediate teacher use**
- **laminating equipment and supplies**
- **audio and video equipment for use in the centre and in schools**
- **resource materials to serve all levels of the school system from infant programmes through adult literacy and distance education, including materials for the teachers, students and parents**
- **models, kits, posters, charts, and samples for immediate loan**
- **multi-content displays that are attractive to all levels of client users**
- **model lessons, plans, or modules currently in use in territory schools**
- **sample text collections from various islands and abroad**
- **historical materials on the growth of the system, policies, procedures, research studies, grant applications, local productions, dissertations, statistical records, and other archival resources**
- **current and back issues of journals to support all aspects of education and administration, either on site or in collaboration with other institutions in the territory, or electronically from abroad, such as at the projected OECS Regional Centre**

3.2 Services Desired in a Teachers Resource Centre
3.2.3 Teachers' Resources

- public relations systems, including newsletters, brochures, announcements, so that workers in education will be aware of
    - resources by topic or theme
    - forthcoming training or meeting opportunities
    - services available on site and for loan
    - human resources within the system
    - achievements of peers in the system

3.2.4 Technical Support Services

To support the types of services identified as highly desirable above, it was recognized that a wide range of TECHNICAL SUPPORT SERVICES would be needed. In the ideal Teachers Resource Centre, the respondents recommended that the following should be considered:

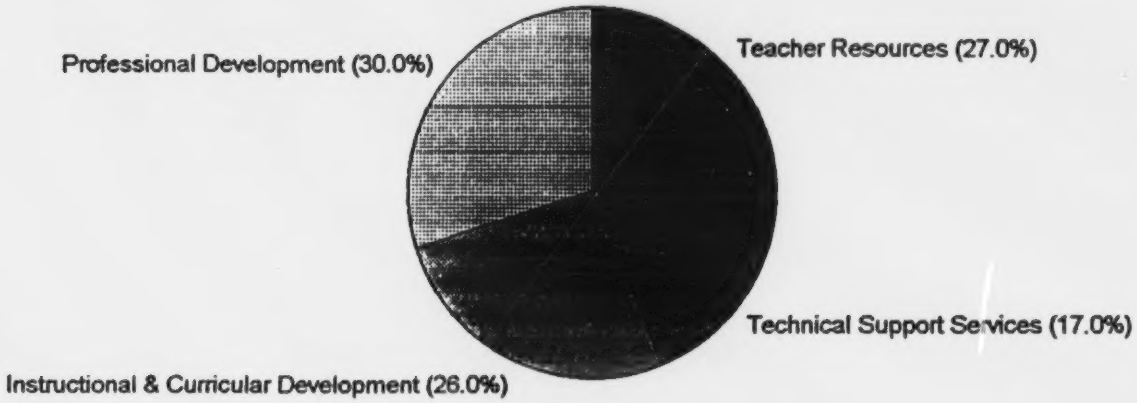
- trained library personnel, with appropriate technical and clerical support, to manage the information services unit,
- audio visual and electronics technicians to provide training in the use of the equipment, perform maintenance and repairs as needed, and be knowledgeable about new products on the market
- curriculum development staff, with multi-grade experience in the classroom, and with knowledge of design, production, implementation, assessment and evaluation of materials and programmes
- graphic artist, or person capable of using design technology for formatting, illustration and production of modules, texts, charts, and teaching aids in collaboration with teachers and curriculum development staff
- desk top publishing software programmes
- professional development collections of materials
- equipment to support the services of the centre, and also for loan to schools, including: photocopies, video cameras, monitors, editors, audio equipment, dubbing equipment, laminators, overhead and opaque projectors, palettes, computers, printers, scanners, local area networks, photographic cameras
- research personnel who can provide the necessary background papers to support change in the system, and to document growth and changes
- printing equipment to do large quantities on short notice .. reliable and fast
- automated system for data files in library
- network system to OECS databases
- delivery system to get materials to and from clients quickly and easily ... vehicle, messenger, courier

3.2 Services Desired in a Teachers Resource Centre

3.2.5 Prioritizing of the Services Across the Region

Having drawn from the respondents their views of what an ideal Teachers Resource Centre might include in these four area, they were then invited to prioritize the services as they say them for their area of expertise. Many respondents argued for the integration of all the services, and that one was not really higher than the other.

However, when the raw data from all the respondents was tabulated, it was shown across the region that the priorities were as follows:



The data for the respondents collated by territory is shown separately in Section 6.

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3 Data Collection and Analysis from the Territories
3.3 Evaluation Process

The respondents were invited to suggest ways that they would EVALUATE the services provided by a Teachers Resource Centre. A wide range of comments included the following:

- **have a clearly defined set of goals and objectives for the Centre based on an assessment of the needs in the territory right from the beginning, revised or updated on an annual basis**
- **require the manager and the advisory committees to devise a series of activities and services to reach these goals**
- **outline a set of evaluation criteria, with performance indicators that the manager can use to measure the success of the Centre and its services, based on the goals statements**
- **keep statistical records of the kinds of services, the schools served, and the frequency of use of the Centre and its resources**
- **invite teacher feedback respecting the availability of resources, the kinds of service, the helpfulness of staff, and other activities which they believe would be helpful. Include an opportunity for non-users to indicate why they do not take advantage of the services**
- **prepare and carry out a regular survey of teachers in the territory about how they think the service is being used, and what changes they would suggest**
- **observe the changes in the teaching methods in the classrooms; are the students more able users of resources. This could be done by the Principals and the Education Officers.**
- **contract an outside evaluator to survey the system, its administration, the manager, the staff, school personnel and the community to determine the degree to which the objectives are being met, and to make recommendations for change. This should be done at clearly identified periods of time.**
- **have an open forum on the Centre and its services for the public**
- **regular progress reports to the Director, Advisory Committee and the clients are an expectation**

In general the responses to this question placed the responsibility for the success of the Centre on the Manager, the Management Committee and the Programme Advisory Committees to check regularly and systematically to see that the Centre is functioning to meet the needs of the school building level personnel.

Section 3 Data Collection and Analysis from the Territories

3.4 Staffing and Training Components

Five questions were presented to the respondents to give them scope to recommend the kinds of staffing and staff training that they thought should be provided for the operation of an ideal Teachers Resource Centre. The following were the suggestions:

3.4.1 Staffing

- **Manager or Co-ordinator who has classroom experience and high credibility with peers**
- **Manager who has demonstrated leadership abilities**
- **Manager who is aware of the changes in educational pedagogy, media and technology**
- **Audio Visual Electronics Technician(s)**
- **Curriculum Development Specialist staff**
  - **core area subjects**
  - **specialist areas**
- **Computer specialists**
- **Graphic Artist, or staff with computer graphics skills and knowledge of materials production**
- **Information Specialist / Librarian / Documentalist**
- **Secretarial / Clerical / Receptionist**
- **Library Technician assistance**
- **Ancillary staff, incl cleaner, janitor, security**
- **Driver / Messenger / Courier / Shipper / Receiver**
- **Research Assistant**
- **Evaluation Officers**
- **Educational Broadcasting Unit staff - Production and Operations**
- **Resource specialists in the Content Areas, as the need arises**
- **Professional development facilitators , as needed**
- **Professors or Faculty from university related projects, e.g. Co-ordinator for Teacher Training Projects**
- **Printing services personnel, if not included above e.g. Offset press operator, collator, binder**
- **Part - time tutors or Educational Specialists, as appropriate to the projects**

3. Data Collection and Analysis from the Territories

3.4.2 Staff Training

Since this concept is relatively new in the region, it was recommended that various types of training might be required. Some of the aspects of training included:

- **attachments to information centres locally, abroad or in the private sector e.g. state colleges, public libraries, documentation centres, where good models or practise can be observed and learned**
- **attachment to a currently operating Teachers Resource Centre e.g. Canada, Trinidad,**
- **some library/Documentalist training can be done in Jamaica at UWI**
- **similarly some library technician training is done in Jamaica**
- **audio technicians, video technicians and electronic technicians, or a combination of these in any one position would likely require additional training from what is currently available. This could be expedited through special attachments as noted above. Some National Colleges will provide some courses in this regard. Advanced study could be done abroad.**
- **computer training can be done locally, through special courses, and at a more advanced level abroad e.g.. Technician on loan/contract to a local computer firm for training**
- **funding is needed for scholarships or fellowships for professional library staff and for some technical expertise**
- **some government training staff could help with certain kinds of communication, interpersonal relationship skills, receptionist skills, dealing with adults, management and supervisory skills on a needs basis locally, e.g. Government Information Services**
  Rural Agricultural Communication Centres
- **Human resources development training is very important to set the right atmosphere in a new programme**
- **World Bank has contributed funds to develop a programme for Trainers of Trainers**
- **funding for travel for training and for upgrading**
- **short courses could be offered as needed, or as resource persons are available**
- **external funding may need to be sought**
- **some incentive for taking the training may be needed**
- **special expertise in publication and production; educational test and measurement; student assessment may need to be acquired through workshops, special consultants, or study abroad as the system wishes to put these programmes in place**

3. Data Collection and Analysis from the Territories
3.5 Management / Governance

The interviewees were given opportunity to share their views on how such an ideal Centre should be managed. The opinion ranged widely, but the following seemed to be representative of the perceptions:

- **Centre should be operated by the Ministry of Education; where funding is provided, a clear mandate is given, a manager hired, and with the appropriate advisory and evaluation committees in place. The agency should work to stand on its own feet.**
- **Advisory Committees are need in such areas as:**
  Management Programme Development Evaluation
- **The Advisory Committees should report to the Manager and to the representative of the Ministry designated by the C.E.O.**
- **Composition of the Advisory Committees, depending on their functions, might include Chief Education Officer, Librarian, Teachers Union, Teachers - Primary; Teachers- Secondary; Education Officers; Principals - Primary; Principals - Secondary; Private sector reps, such as Organization for Small Businesses, Chamber of Commerce, Business and Professional Women's Club; Parents or Community at large; Curriculum Consultants; Pre-School workers; Tertiary institutions, such as Schools of Continuing Education; Churches; Adult Education and Literacy Programmes**
- **Several groups emphasized that the advisory committees should be representative, but not so cumbersome as to be unworkable.**
- **The Manager should be ex-officio, and may be secretary, on all advisory committees**

3.5.1 Suggested Equivalents or Candidates for the managerial position included:

- **District Education Officer**
- **Senior Education Officer**
- **Curriculum Development Officer**
- **Information Specialist / Librarian / Documentalist**
- **Education Generalist**
- **Director**
- **Co-ordinator**
- **Education Officer**
- **Deputy or Vice Principal, when Centre is part of a school site**
- **Classroom teacher, career ladder outside of administration**

3. Data Collection and Analysis for the Territories

3.5.2 Qualifications of the Manager

This topic generated a lot of discussion. Many respondents felt strongly that this should be a leadership or facilitator job rather than an administrative one. The following comments itemize some of the skills and qualifications that might be needed to manage a Teachers Resource Centre effectively:

- **people skills / interpersonal skills/ communication skills**
- **acknowledged by peers for leadership, and creativity**
- **at least a degree in education and/or library science**
- **master's degree in education, technology, information science or equivalent**
- **managerial skills**
- **teaching experience at more than one grade level .. demonstrated sound pedagogical basis, willing to help others share their ideas**
- **training and or experience in instructional and curriculum development**
- **experience in operating a school library (beyond internship or attachment)**
- **available to work extended hours or shift work**
- **advanced training in management and/or administration**
- **business and organizational skills**
- **industrial experience (technical bias)**
- **good role model for staff**
- **initiative**
- **recognized as someone who follows through and finishes a job**
- **focused, and with a clear vision of the scope of the project**
- **advocacy skills**
- **able to negotiate and facilitate discussion**
- **marketing skills**
- **willing to work towards a degree if such is not held**
- **enough accounting skills to use computer accounting programmes**

It was interesting to note in some territories, at the end of this section of the discussion, participants were able to identify candidates who might be encouraged to apply for such a position when it is created.

3. Data Collection and Analysis from the Territories

3.5.3 Line of Reporting for the Manager of the Teachers Resource Centre

In order to further clarify the governance mechanism, respondents were asked to identify the person or position to whom the Manager should report. The answers were similar in some cases to 3.5 above, but enough variations occurred to justify listing them here:

- **Permanent Secretary**
- **Chief Education Officer / Director of Education**
- **Deputy / Assistant Chief Education Officer**
- **Director of Libraries**
- **Chief Librarian, National College**
- **Curriculum Development Officer**
- **Principal, Teachers College**
- **Advisory Committee**
- **Principal, Large Secondary School**

3.5.4 Relationships with Other Educational Leaders

There was strong unanimity among all the respondents that the Manager of the Teachers Resource Centre would be expected to work closely with Education Officers, Curriculum Officers, Principals, Teachers, Parent groups and the Public sector. A high level of collaboration and teamwork was expected on the part of all concerned.

It was noted that the Manager would be expected to deal through Principals when funding or other scheduling matters would arise that would directly affect their school operation, but otherwise there should be a close associateship with classroom teachers.

3.6 Funding

There were various funding methods suggested for the operation of the Centre. A combination of sources were considered in many cases. The following sources are reported:

- **full Ministry funding for start up operations**
- **seek external funding, grants or loans for initial set up costs such as CIDA, USAID, etc**
- **budget line in regular Ministry budget for each year**
- **seek support from private sector**
- **develop a Friends of the Centre Group**

3. Data Collection and Analysis from the Territories

3.6 Funding continued

- **re-embursements for damaged and lost materials or equipment**
- **coin-operated photocopiers**
- **school accounts for printing and related services, with authorization**
- **revenue generated from printing services, equipment repair services equipment loans, outside services, joint hosted conferences, sale of locally produced goods, or goods bought in bulk; fees for use of space**
- **shared space with other agencies for rent or services**
- **lottery for education, sport and culture**
- **seek donations in kind - services, goods, recycle services, paper, printing, parts**
- **investigate some type of income tax exemptions or deductions for donations or services**
- **user fees**
- **bequests to education**

3.6.1 Inter-Agency Collaboration

Opportunity was provided to have interviewee's identify other agencies currently working in education with whom collaborative arrangements could be worked out for the benefit of the Teachers Resource Centre. This topic was not covered in depth due to time constraints. However, the following agencies were mentioned.

Department of Library Services ... Public Libraries
UWI School of Continuing Studies
UWI DITE
UWI Teacher Training Inservice Programme
UWI Non-Graduate Teacher Training Programme
OAS - Multinational Project in Public Education
British Development Division in the Caribbean -
Non-Graduate Teachers Secondary Project
British Council **Commonwealth of Learning**
World Bank Projects **OECS Projects**
OCOD **CXC** **GTZ**
Non-Governmental Agencies, such as Save The Children Fund
Red Cross, UNICEF, UNESCO, WHO
Chambers of Commerce **National Trusts**
Schools of Medicine, Nursing, etc **Churches**
Community Colleges **Credit Unions**
Trade Union Councils **Teacher Unions**
Cable & Wireless Proposals **Environmental Education**
National Development Foundations **Committees**

3. Data Collection and Analysis from the Territories

3.7 Locations by Territory

Questions were posed to the interviewees regarding the level of existing services with respect to the four dimensions of Teacher Resource Centre services outlined above. Visitations were made to several locations to observe the facilities and the scope of resources. Discussions with the staff in these centres were also recorded as valuable data.

Recommendations respecting development by Territory will be addressed in Section 6.

3.8 Feasibility Statements

When the interviewee's were asked for their views on the feasibility and benefits of the development of Teachers Resource Centres in their territories, the responses were overwhelmingly positive. There were no negative voices. To demonstrate the point, only a few comments are reported.

- **Education is dynamic, developing on a daily basis, and appealing to all senses. We must support our teachers to be able to motivate and stimulate children employing all modern media formats.**
- **We must help teachers shift to use the electronic tools and media in education, and cut down on the chalk and talk.**
- **This will be another motivation for teachers to become professionals, so that they can enrich and improve their pedagogical skills.**
- **Access to resources will help change the literacy rate.**
- **We already have the space and some resources; now we need to put an implementation plan in place and seek funding.**
- **TRC is really important for the total development of principals, teachers, students, and parents so that we can all aim for success in our education system.**
- **Education is essential for the development of the country as a whole. We need to merge the existing resources for the benefit of all.**
- **An essential ingredient that has eluded us for far too long. We must seize this as one of the opportunities to fine tune the educational system, and to generate enthusiasm and motivation in education in the country.**
- **Another vehicle we can use to help involve parents in their children's education, and their own personal growth.**
- **A place where teachers can turn for assured assistance at any time ... to solve a local problem, to keep abreast with modern trends, or just to work with a colleague and share ideas in comfort and security.**

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3.8 Feasibility Statements continued -

- One place where we can get in contact with the research and studies that have been done in the region, so that we can learn from it, and can connect with the research of the rest of the educational world electronically with the help of information specialists close at hand.

- An avenue to experiment with initiative and creativity through sharing and networking ... enriching the family of professionals.

- Opportunity to focus on the need to have life long education, and to ensure that all teachers subscribe to this philosophy for all students; the TRC can be a channel to promote and emphasize this philosophy as teachers get an opportunity to scale the new frontiers of knowledge.

- Topography of the country makes a strong case for one well developed central TRC and several satellites, to save on travel time, and to re-channel dollars that would otherwise be used for accommodation.

Aid all levels of teaching and learning; to provide a better quality of education; the bottom line is the improved performance of personnel in the schools.

- The whole system will benefit by drawing together print, non-print, electronic, and human resources to improve the level of instruction and general teacher competence.

- A great way to enhance student performance by more effectively re-deploying Ministry resources to support the key to education - the teacher.

3.9 Summary

When one reviews the above vision statements about what a Teachers Resource Centre can help to accomplish, it encourages the development of plans to put some stages of such a centre in place in various parts of each of the islands according to the available resources.

The momentum developed by the questionnaire, and ultimately by this report, may encourage various levels of participants in the education scenario to search for ways to put some phases of the concept into action. The positive response to the questions signaled a willingness of the interviewees to participate in such a movement.

Obviously the search for funding is a major factor. However, it became very apparent during the interviews that the selection of the Manager was a just as much significance to the respondents. They recognized that a dynamic educational leader with management skills, high peer credibility, and sound interpersonal skills will be a major factor in setting this concept into motion as a dynamic force for educational change.

Section 4 Roles and Relationships

4.1 Regional Centre Services

In a previous report prepared for OECS entitled *FEASIBILITY STUDY ON THE DEVELOPMENT OF A REGIONAL CURRICULUM DEVELOPMENT AND MATERIALS PRODUCTION AND EQUIPMENT CENTRE,* by Brown and Halliday (October, 1994), consideration was given to the relationship between the services of a Regional Centre and National Teachers Resource Centres. For reference purposes, a portion of that report is reprinted in an edited version here.

Through discussions for both reports, with various educational leaders in the eight countries it became clear that there were strong collaborative links between the service components for the Regional Centre, for the Teacher Resource Centres, and for School/Community/Public Libraries.

Many of the services in the original report are similar to those in this report. The degree of implementation suggested is much less at the National level. Not all territories currently have a Curriculum Centre, or a Teacher Resource Centre, but attempts are being made to provide some aspects of the services somewhere in the Ministries. The need to draw these services together, to provide appropriate staffing, facilities, resources and funding became abundantly apparent.

It was further observed that some territories are in the preliminary stages of occupying new buildings. Others are in the planning stages. And still others have approached the World Bank and other funding agencies for support to renovate or build new structures. At this time it is important to clarify the roles for regional and national services.

Similarly a wide variation in school library development was reported (See appendix 9.4) Visits to some schools on various islands indicated the needs in this area. Likewise World Bank applications in this context were read. There appears to be a strong movement to combine school and community library services at the Ministry Level. Opportunity to meet with Directors of Libraries on several islands provided additional data for this report and encouragement to speed its progress. The role of school/community library services needs to be addressed in this context.

Similarly, the role of tertiary level institutions was examined to some degree where access was possible. It is important that access to these resources, and to have networks developed to utilize them to best advantage for all concerned.

The following chart evolved from these discussions of relationships of the three levels of services for curriculum development service providers.

Relationships Between Service Providers

Categories	Regional Centre	National Teacher Resource Centres	School and Community Libraries
Staffing	* Curriculum Development Specialists * Curriculum Officers * Material Resources and Information Services Staff * Production Staff * Technical expertise * Clerical support	* Curriculum Officers * Local production Staff * Equipment Service Staff * Clerical support * Manager * Librarian/Documentalist	* Teacher-librarian * Library Technical Assistants
Collections	* Media for evaluation for: teacher use, student use * Electronic access to resources * Materials Information Network	* Expensive kits and resources for teachers * Teacher reference materials * Locally produced materials * Modules * Lesson Plans * Electronic access to resources * Manipulative materials	* Teacher resources * Adult collections * Student curriculum support materials * Free reading and information materials * Electronic resources * Adult literacy materials * Media Resources/Kits * Parent resource collections
Equipment	* Copy and dubbing services * Media production facilities * Media Equipment Repair and Maintenance	* Copy services * Duplicators (Short runs) * Back-up AV Equipment for schools * Local production equipment * Manipulative materials	* AV equipment for teacher use * Computers for student use * Production equipment - copiers, duplicators

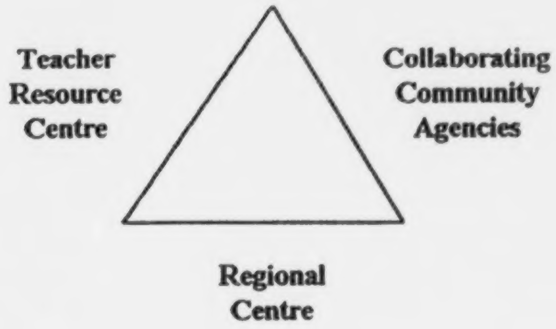
Relationships Between Service Providers

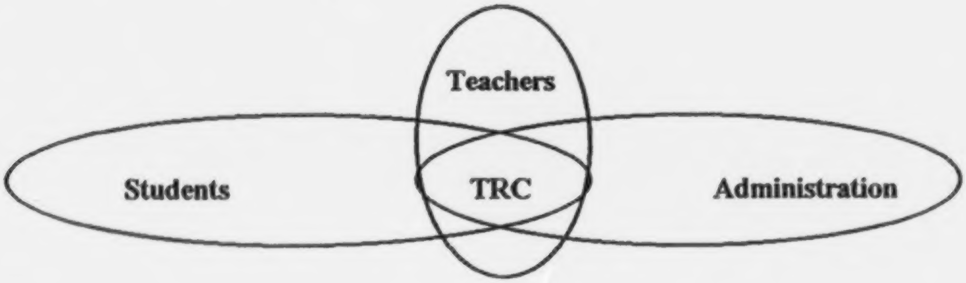
Categories	Regional CDU Centre	National Teacher Resource Centres	School and Community Libraries
Services	* Needs Assessment * Media Production * Printing and Publishing * Training and Evaluation	* Prioritizing local needs * National information centre on curriculum; instruction, professional development and educational change. * Professional development activities for local and national personnel. * Teacher resources * Promotion of regional and local productions * Equipment repair services and expertise * Backup equipment	* Student skill development programs * Curriculum materials for Resource-Based Learning * Reference and Information Services * Materials circulation systems * Literature Appreciation Programs * Literacy tools for use at all levels
Spaces	* Conferences * Workshops * Services * Administration Offices * Professional Staff Offices * Materials Resources and Information Centre * Production Centre Units (6)	* Administration and Staff Offices and Work Space * Conference Services * Workshop * Collection storage, use and Circulation * Equipment for loan * Equipment Repair Centre	* Storage for School and Community Collections * Student work areas * Teacher Resource Collections * Teacher Production Space * Equipment Storage * Reference and Information Space * Library administration and workspace * Bookmobile Space

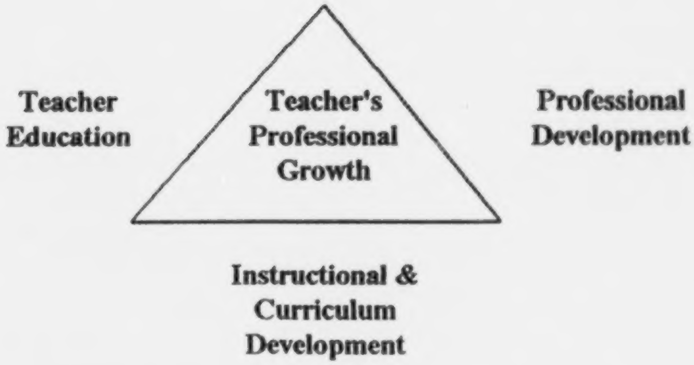
4. Roles and Relationships

4.3 Territorial centres and Collaborating Agencies

The following charts are provided to illustrate some of the relationships which would make a Teacher Resource Centre more effective.


Teacher Resource Centre
Collaborating Community Agencies
Regional Centre

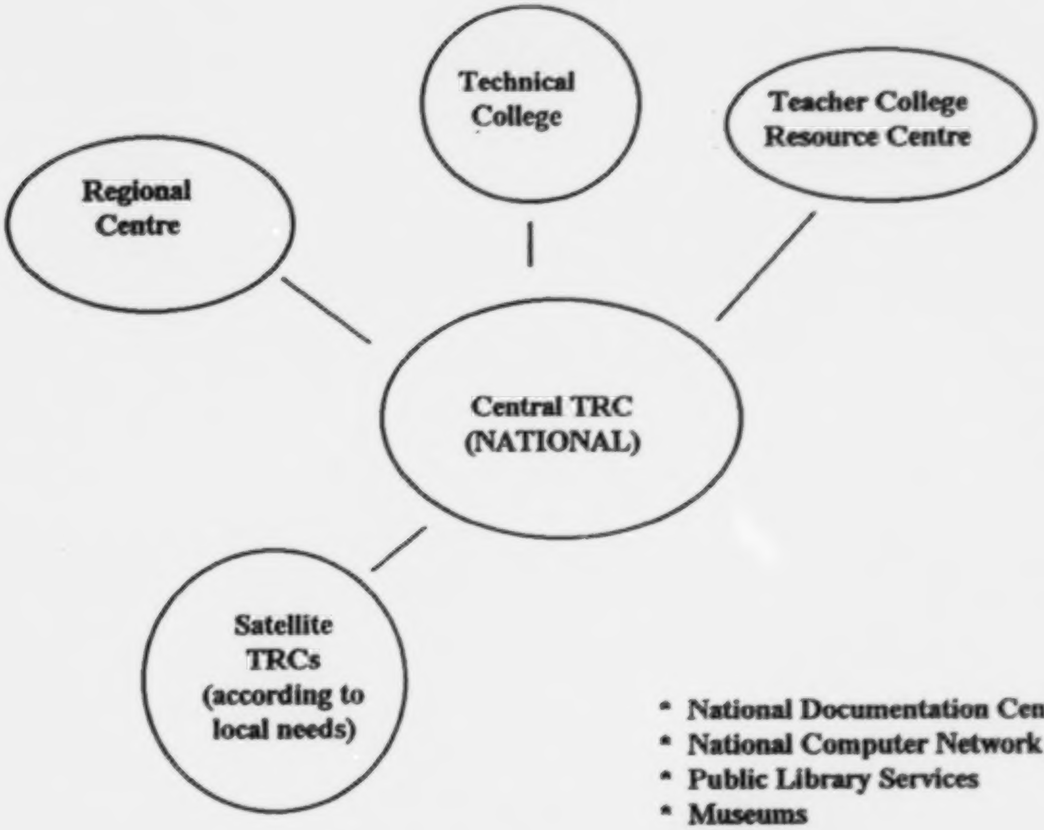

Teachers
Students
TRC
Administration


Teacher Education
Teacher's Professional Growth
Professional Development
Instructional & Curriculum Development

4. Roles and Relationships

4.2 Territorial arrangements

The following diagram illustrates some of the types of service which now exist in several territories which could be networked together, and which teachers could access through the facilities and services of a central Teachers Resource Centre.

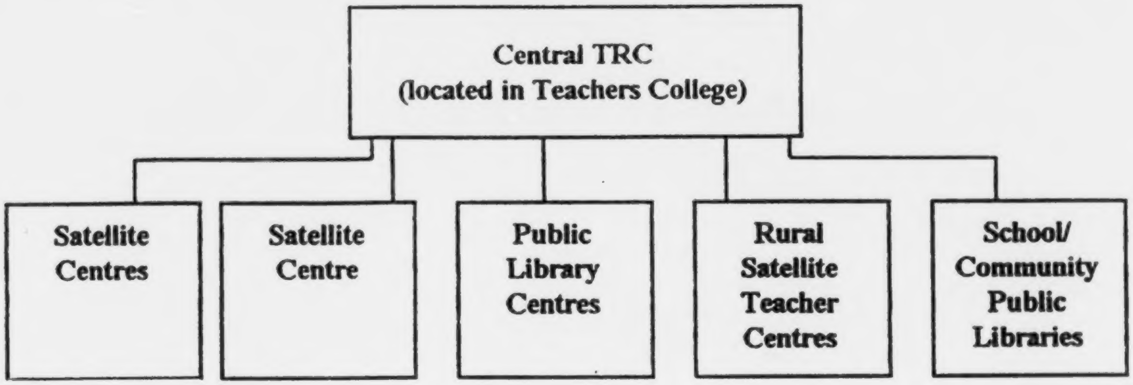

Technical College
Teacher College Resource Centre
Regional Centre
Central TRC (NATIONAL)
Satellite TRCs (according to local needs)

- National Documentation Centre
- National Computer Network
- Public Library Services
- Museums
- Archives
- Non-Governmental agencies
- Resource Service Units in Other Government Departments

An alternative relationship schematic is shown on the following page

4. Roles and Relationships
4.4 Territorial Networking Arrangements continued

The follow schematic shows relationships which may exist already or are in process of development. The examples are only suggestive, they are not exhaustive.


Central TRC
(located in Teachers College)
Satellite Centres
Satellite Centre
Public Library Centres
Rural Satellite Teacher Centres
School/ Community Public Libraries

e.g. Educational Resource Network (Grenada)

e.g. CAMDU (St. Lucia)

Branch Libraries

Bookmobiles

e.g. St. Vincent

Pre-Service Centre
(LaClery, St. Lucia)

Infant Pedagogical Centre
(Antigua)

The degree to which these agencies are linked together will be a measure of the way public funds are used most wisely in making resources available to the larger community. As the human and electronic networks are developed, and as the channels of information flow freely, then more teachers will have access to more resources and new technology.

These networks do not need to be formalized and highly structured. They are based on open communication, collaboration and co-operation among educational leaders who have a clear and united vision of what is need to make education a strong and dynamic force in each community.

4. Roles and Relationships
4.5 Resource-Based Learning

Germane to the discussion of teacher training, staff development and resources acquisition, was the perception of developing independent learners. It was appreciated that this long term goal could be reached by the development of Teachers Resource Centres in each territory.

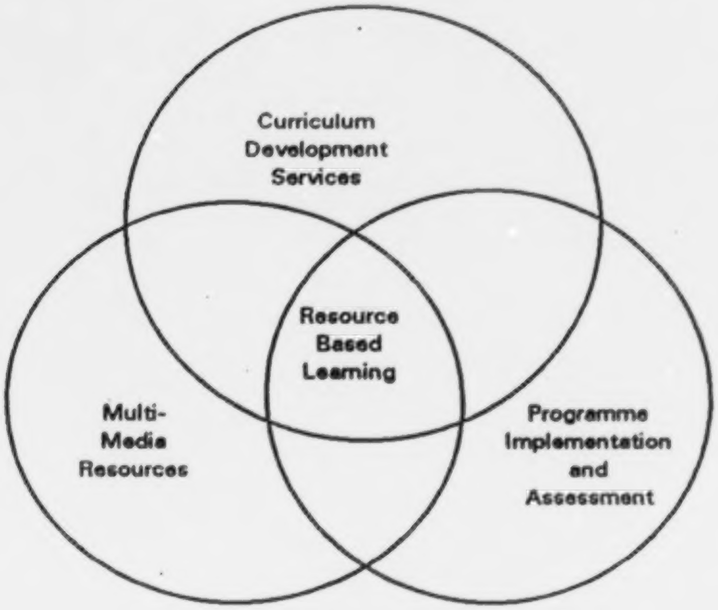
The key principle of resource-based learning is a planned educational program that actively involves students in the effective use of a wide range of appropriate print, non-print, electronic, and human resources. The effective use of resources will include the teaching of those skills that students need to interact effectively with information.

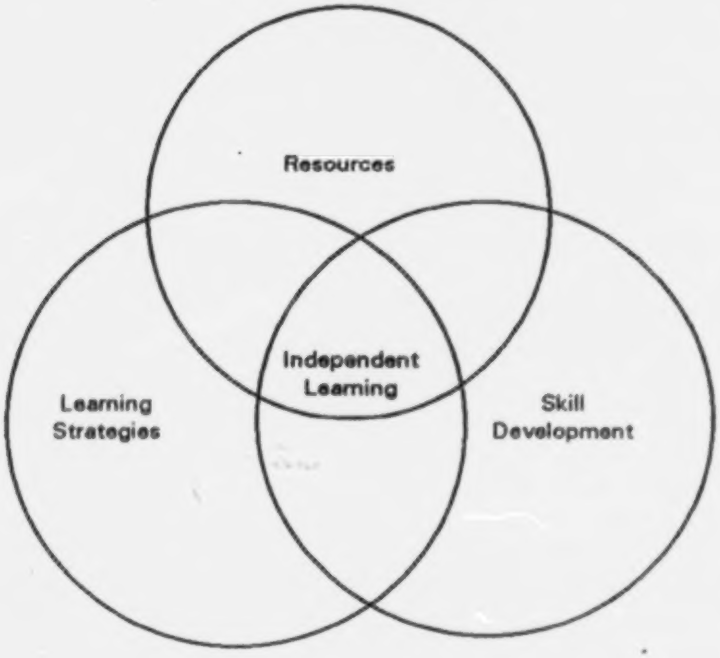
Resource-based learning is more than an instructional strategy. It is a philosophical foundation for educational practice that meets the needs of today's students.

The Teachers Resource Centre is one of the key sources for professional and practical information about the changes that are occurring in Education. It is also the place where teachers will be able to share ideas on how to implement resource-based learning, and where they can make the tools they need to implement this process.

The following diagrams illustrate the inter-relatedness of these concepts, and emphasize that all three units must move in tandem. One is reminded that as each circle evolves it provides a synergy for the movement in other directions. The recycling of curriculum development facilitates maturation and professional growth.

4.5 Resource-Based Learning


Curriculum Development Services
Resource Based Learning
Multi-Media Resources
Programme Implementation and Assessment


Resources
Independent Learning
Learning Strategies
Skill Development

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5. Translating a Vision in to Action

5.1 Stages for Implementation

.1 ACCEPTANCE of the concept of Teachers Resource Centre by the Ministry of Education provides the key starting point in this project. A commitment at this level will send a signal to all the other players that this project has support from the decision makers and educational leaders, and that they are willing and able to seek funding to make the project come alive.

A statement about the status of the Teachers Resource Centre in the educational frame work of professional development, instructional and curriculum development, programme resources, and technical support staff will set the stage for the appointees to attract support from other leaders and the public generally.

.2 The APPOINTMENT of the Manager is the next priority. From the statements from the field in section 3.5 above, one gets a glimpse of the kind of person that is needed to make such a Centre functional effectively and efficiently. A sample job description for such a position is included in the next section .

There are many variations in the title for the Manager of the Centre. It is more important to choose one that fits the range of titles in the system, and which also indicates something of the role of the position. Some such titles include: Chief Librarian, Director of Learning Resources; Director of Curriculum Services; Co-ordinator of Learning Resources; Media Services Consultant; Co-ordinator, Instructional Development; Director, Instructional Media Services; Manager, Instructional Services; Consultant, Reference and Information Services, etc. There is no magic in the name. However, it does sometimes carry a status and a designation that help people develop their expectations of what services they might be able to get from the Centre.

For the purposes of this paper, the term MANAGER will be used to indicate the individual who will co-ordinate and initiate all the services from the agency; the one who will be finally responsible for its performance.

.3 In many areas the development of ADVISORY COMMITTEE(S) at an early stage has been valuable in developing field ownership and publicity for the project.

It is important that the role of the Committees by advisory in nature, and that the Manager and the person to whom he/she reports makes the final decisions in all policy, staffing and financial matters.

It is also important that the Manager's time is not disproportional taken up with committee meetings.

Management Committee (5.3.2), Programme Advisory Committee(5.3.3), and Evaluation Committee(5.3.4) are some of the kinds of Advisory Committees that have been successful in other areas. Sample descriptions of the operations of each committee appear in the next section of this document as cited in the brackets above.

.4 Drawing up the plans for the PHYSICAL SETTING comes next in place. One must take into account the types of services which will be provided, the geographic area to be services, and the staff available to fill these needs. The assistance of the Advisory Committees can be very valuable to get field input. The objectives of the Administration must also be taken into account. The scope of the plan will be tempered by the funding that is available. The time line for implementation is also a determining factor on what segments of the plan need to be done first.

.5 BUILD, renovate or rearrange facilities to start the programme. In some areas, facilities are already available, and a staff member needs to be assigned to begin putting furniture, equipment, resources in place to start the ball rolling.

It is not necessary to have a new building and all new furniture in order to open the centre. If one remembers that the first role of the Centre is to allow staff to share information and develop collegial networks, then few extra resources are needed for starters.

The role of public contractors or Department of Public Works employees needs to be taken into account when planning the amount of work to be done and the time frame for getting it completed. If clear and fairly firm timelines can be negotiated, planning for later stages can move more expeditiously.

.6 Start by providing BASIC SERVICES such as photocopiers, make and take centres, recycle centres, equipment loan, and materials for reference purposes. These will show clients that the Centre is a work Centre, and a resource Centre.

Add resources from the various units, departments, offices, or other centres in the system as soon as they can be acquired. Set up a simple circulation system to get the materials moving quickly.

Add more detailed cataloguing and processing of library, multi-media resources for loan and for on-site use as soon as possible. Do this on a systematic basis daily. Automate the procedure from the beginning if such is possible.

.7 Encourage USE OF THE FACILITY for meetings, workshops, seminars, conferences or any other type of event that will bring people to it. Use these as a chance to encourage people to share their resources and ideas about how it can become more useful to them.

Arrange for extended hours of service beyond the regular school day as soon as possible, so that teachers can stop in on the way home. This type of access is particularly important. For example, it may be necessary to remain closed before 10:30 a.m. in order to have initial staff available until 6:30 p.m.

.8 Develop a long range PLAN OF ACTION for the Centre, stating the objectives for the operation, the strategies for reaching these goals, and the performance criteria to measure the success of the project. The Advisory Committees and the Supervisor for the project should be involved with the

Manager, who takes the lead in drafting the plan for approval by the Administration.

Once the plan is approved it should be circulated to all schools, and to related community agencies for information.

.9 Hire or re-deploy ADDITIONAL STAFF according to the directions in which the project evolves and where the greatest needs are shown. Some funds should be in the initial budget for casual help to be available when needed for special events of projects.

.10 Obtain USER FEEDBACK, and conduct a systematic method of maintaining records of services, loans, programmes, and visitors. Use this data as part of both the formal and informal evaluation that needs to be done annually.

.11 RECYCLE the processes outlined above in conjunction with a local and /or system assessment of programme needs on a regular basis, at least every two years. The development is a cyclical and growing movement. The Centre will be in a relatively constant stage of change as new ideas and services are provided. As the staff change, new dynamics are brought into play.

5.2 Implementation Options - Management Structures

The following charts show two possible phases of implementation for the management system.

In PHASE ONE, the staff of a Manager and a secretary could be used to open and provide the basic services. A sample job description for the Manager appears in the next section.

The facility should be set up on a self help basis where the clients can come and use the resources. Instruction in the use where necessary should be provided by the manager and the secretary as appropriate.

Policies and procedures will need to evolve with respect to loan periods, costs of materials produced, and access to equipment for loan. It is suggested at the initial stages, the audio visual equipment should be kept on site for training purposes. As more equipment becomes available, then a loan pool could be established.

A suggested floor plan appears in section 5.4 Space Factors.

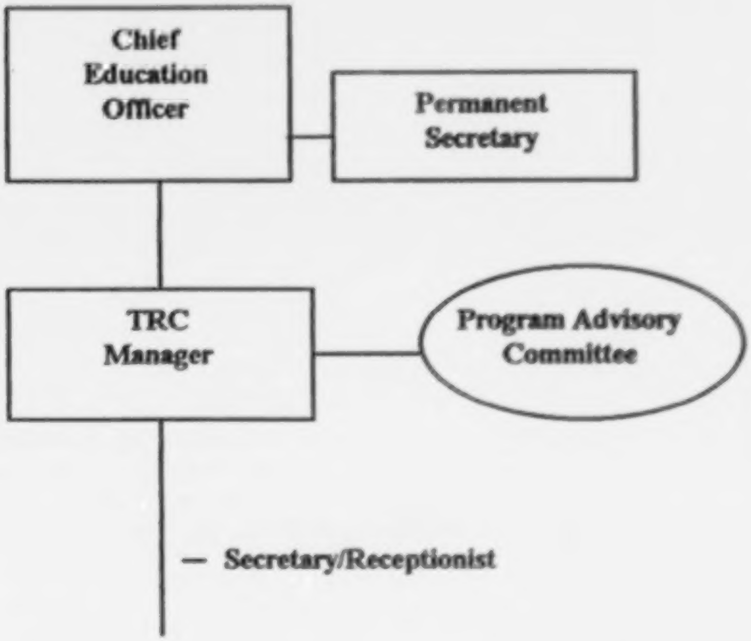
Hours of service should be arranged to accommodate the greatest number of users, and the facility should be accessible outside of regular school hours for some reasonable period of time.

Efforts to have a second room are encouraged at this initial stage, so that meetings and staff development activities can occur there. These may be arranged by the Manager or by other Curriculum Development Staff already in the system. This is a very good way to sell the services of the Centre to a wider audience.

5. Translating a Vision in to Action

5.2 Implementation Options: Management Structure

Phase I


Chief Education Officer
Permanent Secretary
TRC Manager
Program Advisory Committee
— Secretary/Receptionist

With office space for other

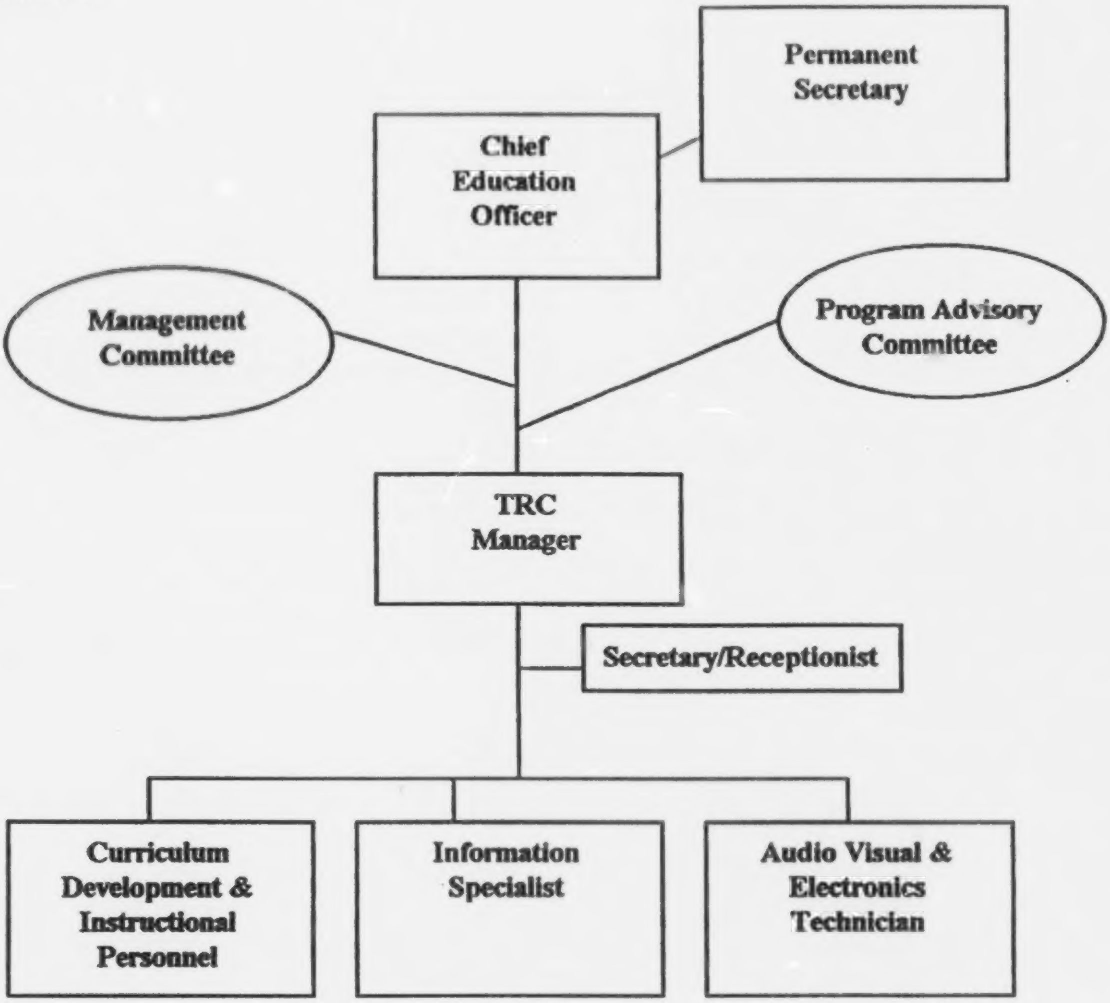
District Education Officers

Education Officers

Curriculum Development Officers

5. Translating a Vision in to Action
5.2 Implementation Options: Management Structure

Phase II


Permanent Secretary
Chief Education Officer
Management Committee
Program Advisory Committee
TRC Manager
Secretary/Receptionist
Curriculum Development & Instructional Personnel
Information Specialist
Audio Visual & Electronics Technician

With office space for other

District Education Officers

Education Officers

Curriculum Development Officers as appropriate to the area

5. Translating a Vision in to Action
5.2 Implementation Options - Management continued

Phase TWO of the project may transpire before the end of one year depending on resources, space, and the evolving programme. From the chart on the previous page, one notes the recommendation that other professional staff, probably already within the system could be relocated to this central site. Whether they report to the Manager or to the Director of Curriculum Services (or some such similar position which encompasses a larger domain would need to be determined by the Administration).

As the collection of resources in all media formats and system documents grows, there will be a need for an Information Specialist to be added to the team to organize and document the collection. If this can be done using automated cataloguing technology, it would be to a great advantage. Such programmes are readily available on the market, and make the accessing of resources very efficient.

A sample job description for the Information Specialist appears in the next section under Implementation Options - Staffing .

From the feedback during the interviews it was apparent that there is an intense need for well trained AUDIO VISUAL & ELECTRONICS TECHNICIANS on all the islands to work at the ministry level and in the schools. These staff members must be able to train others in the proper and effective use of equipment as well as do the maintenance and repair of the equipment so that it is in good working order at all times.

A sample job description for the Audio Visual & Electronics Technician appears in the next section.

PHASE THREE would depend on evolving services. System priorities may indicate a need for more Curriculum Development Staff and/or Implementation and Assessment Personnel. These could be re-deployed from other budgets if the Administration felt the services could benefit and the space is available. If they cannot be located in the area, then every effort to establish good collaborative relationships is strongly advised.

It is very likely that there will be need now for a DISTRIBUTION CLERK / DRIVER to keep up with the flow of materials in and out of the building.

At this time, however, there is likely a growing need for someone with GRAPHICS skills, whether that is a graphic artist, or someone who handles computer graphic art well.

For both these positions, job descriptions would need to be developed according to the qualifications and services required.

5. Translating a Vision in to Action
5.2 Implementation Options - Management continued

PHASE FOUR is more sophisticated. Some Centres would now have additional *Information Technicians* on staff in the resources management unit with the Information Specialist.

Others may have added *Assessment Personnel* for their role in the school testing programmes, as well as for evaluation of programmes across the system.

And others frequently have a more sophisticated *Printing and Production staff* for the development of materials beyond the range of simple black and white or colour copiers.

***Computer Software specialists* may well have joined the Audio Visual & Electronics Technician to provide the backup and information about new programmes, and in the development of locally appropriate software for the system.**

Obviously by this stage, additional *clerical assistance* in several sections will be needed.

It is impossible to predict the direction in which the staffing will grow and change. It is the responsibility of the Manager and Advisory Committees to assess the needs and to make the appropriate representations through the regular budget process.

5. Translating a Vision in to Action
5. 3 Implementation Options - Staffing

As has been implied in several preceding sections, the staffing of the Teachers Resource Centre requires very careful selection of appropriate personnel. Of special importance is the position of the Manager.

Positions should be widely advertised to draw the best possible candidates, to alert school building personnel of the alternative career ladder or mobility path which may be available to them, and to generally introduce the concept of the Centre as a place that all people can use. It is important that applicants have the understanding that applying for these positions do not in any way prejudice their opportunities for lateral or upward transfers in the future.

Sample job descriptions for opening positions have been provided for use in drafting the working documents for the new Centre. Classification and salary scales have been omitted, since these will have to be worked out locally for each Territory.

For additional material related to this topic, one might wish to review the material prepared for the OECS Feasibility Study for the Regional Centre.

5. Translating a Vision in to Action
5.3.1 Job Descriptions

Position Title: MANAGER

Term of Office: Full time
Classification:

Qualifications:

1. Graduate degree in Education, or Library Science, or Educational Technology, or equivalent
2. Classroom and administrative experience, 3 - 5 years
3. Demonstrated experience in curriculum design, implementation and assessment
4. Demonstrated effective use of modern electronic communication and learning technologies
5. Recognized as a leader among peers, and especially teachers

Responsibilities:

1. Co-ordinates the programmes and projects of the Centre, in collaboration with the Management Committee and the Programme Advisory Committees
2. Enunciates and evaluates the specific programme and operational objectives of the Centre, including strategies for implementation, specific plans of action, and methods of on-going evaluation, and to report these regularly to the schools on an annual basis
3. Ensures that the management structure clearly delineates the chains of authority, roles and responsibilities of the various staff members, and their reporting relationships
4. Develops models of communication and articulation that will integrate the work of the unit with the needs of the school principals and teachers in the classroom
5. Maintains a fiscal management system and inventory control system that is accountable to the Management Committee, available for audit on an annual basis, and /or as necessary for external auditors
6. Works closely with the Advisory Committees and Educational Officers to make sure that there is a high profile for the Centre and its services within the community, both in the education and the public sector

Reports to: Chief Education Officer (or designate)
Supervises: All staff working at the Centre
Salary and Benefits:

5. Translating a Vision in to Action
5.3.2 Job Descriptions

MANAGEMENT COMMITTEE

Composition of the Committee to include representatives form:

- **Chief Education Officer**
- **District Education Officer (or equivalent)**
- **Curriculum Development, Implementation & Assessment Staff team**
- **Information Specialist**
- **Principal and/or Headmistress**
- **Support Staff at the Centre**

Chair: **Named by the Permanent Secretary**
Secretary: **Manager**

Responsibilities:

1. To provide recommendations for the effective management policies and practices for the operation of the Centre with respect to:
  1.1 needs assessment analysis and services to be provided
  1.2 staffing to meet the needs of the local area
  1.3 facilities, equipment and supplies to respond to area needs
  1.4 financial management

2. To annually review with the Manager and staff the:
  2.1 long range goals for the Centre's operation
  2.2 specific objectives for action
  2.3 strategies or plans of action
  2.4 levels of achievement

3. To assist the Evaluation Committee in the regular and systematic evaluation of the programme and services of the Centre

4. To monitor the various accountability factors relative to the scope of the operation, e.g.
  4.1 staff effectiveness
  4.2 fiscal responsibilities
  4.3 procedures and handbook currency
  4.4 public relations and communications

5. To undertake other tasks as may from time to time be assigned by the Chief Education Officer

continued ...

5.3.2 Job Descriptions
Management Committee continued

Frequency:

The Committee should meet at least three (3) times per year, with agenda and working papers distributed in advance.

In cases where a committee member is unable to attend, an alternate should be named by the Committee member in discussion with the chairperson , and that person should attend with observer status.

Reporting:

Copies of all Minutes of the meetings should be for the public record, and available on request.

Copies of all reports developed from working papers should be distributed as public documents.

All committee members should be encouraged to discuss all policy matters with the group they represent, and to report back to them on a regular basis.

5. Translating a Vision in to Action
5. 3.3 Job Description

PROGRAMME ADVISORY COMMITTEE

Composition of the Committee to include representatives from:

- **Chief Education Officer, ex officio**
- **District Education Officer (or equivalent)**
- **Curriculum Development, Implementation And Assessment Staff team**
- **Information Specialist**
- **Principals, Secondary and/or Headmaster/Headmistress, Primary**
- **Pre-school Service worker, teacher, or co-ordinator**
- **Teacher (s): Primary, Middle Schools, Senior Years**
- **Union representative**
- **Parent** **Private Sector representative**
- **Technical and/or Teacher Education Institution representative**

Chair: **Named or Elected by the group**
Secretary: **Manager**

Responsibilities:

1. **To participate in the needs assessment for the area with respect to:**
    - **1.1 professional development long and short range plans**
    - **1.2 instructional and curriculum development implementation plans**
    - **1.3 teachers' resources**
    - **1.4 technical support services**

2. **To assist in developing a strategic plan of action to ensure that the activities of the centre focus on the needs of the area, especially with in the categories outlined above**

3. **To recommend types of activities to meet the objectives for the Centre**

4. **To provide regular and consistent feedback to the Manager and the staff working at the Centre regarding its effectiveness and efficiency**

5. **To collaborate with the Evaluation Committee in the assessment process for the Centre's operations**

6. **To undertake an advocacy programme with peers and colleagues regarding the scope of services available**

For FREQUENCY and REPORTING
see the description for the MANAGEMENT COMMITTEE

5. Translating a Vision in to Action

5.3.4 Job Description

EVALUATION COMMITTEE

Composition of the Committee to include representatives from:

Chief Education Officer, ex officio
District Education Officer, (or equivalent)
Curriculum Development, Implementation & Assessment staff team
Information Specialist
Principals, Secondary and/or Headmaster/Headmistress, Primary
Pre-School Service Worker
Teacher(s): Primary, Middle Schools, Senior Years
Union representative
Parent Private Sector representative
Technical and/or Teacher Education institution representative
(Where possible these members should be different representatives than those serving on other Centre Advisory Committees)

Chair: **Named by the Chief Education Officer**
Secretary: **Manager**

Responsibilities:

1. To participate in regular and systematic evaluation of the programme and services of the Centre, including:
1.1 formal statistical and narrative reports
1.2 informal measurements carried on regularly at the Centre
1.3 internal assessments collaboratively with the Manager
1.4 external evaluation

2. To make recommendations to the Manager, Management Committee and the Programme Advisory Committee with respect to the scope and quality of services offered through and by the Centre

3. To undertake an advocacy programme with peers and colleagues regarding the scope of services available

4. To be available to assist in developing the Plan of Action statements in such a way that the Evaluation Criteria are measurable and valid.

For FREQUENCY and REPORTING
see the description for the MANAGEMENT COMMITTEE

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5. Translating a Vision in to Action
5.3.5 Job Descriptions

Position title: CURRICULUM DEVELOPMENT SPECIALIST

Term of Office: Full time

Classification:

Qualifications:

1. Graduate degree in Education - B. Ed., or M. Ed.
2. Classroom experience at both primary and secondary levels
3. Demonstrated leadership ability
4. Good communication and facilitator skills
5. Demonstrated knowledge and experience in using emerging electronic technologies in education
6. Demonstrated training and staff development competencies, especially in the area of adult education

Responsibilities:

1. Collaborates with Curriculum Development and Implementation personnel to clarify and prioritize the needs across the territory
2. Develops plans of action to develop proposals to respond to the above needs, including scope of project, personnel, resources and time lines
3. Works with the Information Specialist to:
    - 3.1 acquire existing national materials
    - 3.2 identify, acquire and evaluate materials outside the territory which may be relevant to the national priorities
    - 3.3 maintain a database about materials that should be drawn to the attention of teachers in various content and specialist areas
    - 3.4 assist in promoting the materials information database to all educators in the territory
4. Works closely with the Manager and support staff to:
    - 4.1 prioritize printing projects to integrate with implementation plans in a feasible and practical way
    - 4.2 design educational product assessment tools, techniques, and strategies to evaluate the success of the Centre's products
    - 4.3 provide information for marketing, sales and distribution of productions prior to, and during production and implementation stages

continued ..

5.3.5 Job Descriptions
Curriculum Development Specialist continued -

5. **Chair Subject Specialist Committees to:**
   - **5.1 provide input to Regional Committees regarding common needs**
   - **5.2 draft working documents in specific areas**
   - **5.3 evaluate existing resources and make recommendations for their replication through the Centre's services**
   - **5.4 monitor and critique new draft curricula, teacher resource materials student materials, etc**
   - **5.5 assist in implementation of training programmes**
   - **5.6 facilitate articulation in content and process learning across grades**
   - **5.7 encourage the integration in content and process learning across curriculum programmes**

6. **Recruit curriculum development personnel to work on projects on various basis: full-time, part-time, released-time, secondments or contractually; and to supervise their performance and production**

7. **Plan and carry out curriculum implementation training and follow-up work collaboratively with regional officers**

8. **Facilitate the formal and informal assessment of all curriculum projects operated through the Centre**

9. **Monitors trends in curriculum development regionally and internationally, and relate them to local and territorial personnel**

10. **Perform other duties as may be assigned by the Director from time to time**

Reports to:

Supervises:

Salary and Benefits:

5. Translating a Vision in to Action
5.3.6 Job Descriptions

Position Title: INFORMATION SPECIALIST

Term of Office: **Full time**

Classification:

Qualifications:

1. **Graduate degree in Education - B.Ed, or M.Ed.**
2. **Advanced study in Librarianship, Information Science and Technology**
3. **Good communication skills - both oral and written**
4. **Demonstrated experience in using emerging technologies in education and for information retrieval**
5. **Classroom teaching experience in both primary and secondary schools**
6. **Experience in operating a school library (beyond internship or attachments)**

Responsibilities:

1. **Develops a collection development plan in collaboration with the Manager and the Curriculum Development Specialist to respond to the projected scope of the unit**
2. **Develops an implementation plan of action to put the processes for the collection development plan in phases, including time schedules, and financial/cost estimates**
3. **Makes recommendations for acquiring and using current information and electronic technologies appropriate to the success of the unit, and which will be compatible with other agencies in the territory and regionally**
4. **Works closely with the Curriculum Development Specialist and Regional counterparts to:**
    - **4.1 acquire existing national curriculum materials**
    - **4.2 identify, acquire, and evaluate materials from outside the territory which may be relevant to the curriculum development priorities of the unit**
    - **4.3 develop an Information Network using both print and electronic tools to maximize access to all clients in the region**
    - **4.4 develop publicity and public relations tools and devices to familiarize clients with the scope of resources and services in the Teachers Reference Centre**

continued ..

5.3.6 Job Descriptions
Information Specialists continued -

5. **Collaborate with the Office Secretary and /or Printing and Production Manager and staff to:**
    - **5.1 document, store and circulate copies of all new productions of the unit**
    - **5.2 maintain archival copies of all new publications and products**
    - **5.3 facilitate documenting publications and productions in copyright/ depository centres regionally and internationally as appropriate**
    - **5.4 assist in obtaining copyright clearance for reproduction of materials in the territory**

6. **Activate document delivery systems appropriate to both manual and electronic access needs, including off island services**

7. **Collaborate with other national Teachers Resource Centres to share services to mutually supportive to each other's goals**

8. **Provide feedback, formally and informally, to enhance the quality of the service and products of the unit**

9. **Assist with training programmes in relation to curriculum implementation**

10. **Report regularly and systematically to the Manager using both long and short term goals, strategic action plans, performance criteria factors**

11. **Ensure that the TRC Information Services Unit functions efficiently and effectively**

12. **Develop a professional development plan to ensure that the staff of the Information Services Unit are aware of programmes, processes, activities and events that would keep them at the cutting edge of information services developments**

Reports to: Manager

Supervises: Librarian Technician
Clerical Staff

Salary and Benefits:

5. Translating a Vision in to Action
5.3.7 Job Descriptions

Position Title: AUDIO VISUAL ELECTRONICS TECHNICIAN

Term of Office: **Full time**

Classification:

Qualifications:

1. **Graduate certificate from Community College or equivalent, with specialty in electronics, components and maintenance**
2. **Experience in education, business, or industry in the electronics field**
3. **Good communication skills - both oral and written**

Responsibilities:

1. **Ensures that all equipment operated in the TRC unit is in proper working condition, and performs regular and systematic preventative maintenance**

2. **Trains individuals and/or groups in the effective and efficient use of all Centre equipment, including basic maintenance procedures**

3. **Assists Centre personnel, and related committees in setting up equipment for meetings, programs, etc., and ensure that the equipment functions properly. Session leaders are then expected to operate the equipment themselves once they have been trained**

4. **Facilitates rental and delivery of equipment needed, but not owned, for special events or projects with the budgets for the occasion**

5. **Tests new models and types of equipment, and develop standardized specifications for recommendation across the territory; and to distribute this information to schools and related agencies on request**

6. **Assists other members of the TRC team as required in demonstrations, productions, inventory and related activities within the unit priorities**

7. **Trains and assists colleagues/counterparts working in Satellite Centres on request and as time permits**

8. **Travels, as time permits, to do equipment maintenance and preventative servicing across the territory.**

continued ..

5.3.7 Job Descriptions
Audio Visual Electronics Technician continued

9. Records (audio or video) simple on-site events, programs, etc to develop a file of local, national or regional cultural and historic resources

10. Produces, on request for educational purposes, quality reproductions/dubs of video from existing collections in the territory and/or region for which copyright clearances can be assured

11. Maintains, in collaboration with the Information Specialist, one archival copy, and at least one copy for public access of all education audio and video tapes prepared by the unit, and ensure that these materials are documented in the Materials Information Network

12. Negotiates maintenance contracts and/or services across the territory for all types of equipment to obtain the best service for the best price

13. Maintains a basic inventory of repair tools, parts and supplies to meet Centre needs; and to develop a network to obtain parts quickly and economically

14. Maintains schedules, records of service, and accounting for equipment, supplies and parts costs for regular Centre audits

15. Reports regularly to the Manager using accepted Management by Objective procedures - both formally and informally - with recommendations to improve/maintain the effectiveness of the service unit

16. Performs other duties, as may be assigned from time to time by the Manager.

Reports to: Manager

Supervises: Clerical staff, if available

Salary and Benefits:

5. Translating a Vision in to Action
5.3.8 Job Descriptions

Position Title: SECRETARY / RECEPTIONIST

Term of Office: **Full time**

Classification:

Qualifications:

1. **Graduate from CXC Examinations completed Form VI**
2. **Experience working in a business office**
3. **Good communication skills - both oral and written**
4. **Typing speed / word processing speed equal to 65 words per minute**
5. **Reliable, assertive and a energetic worker**

Responsibilities:

1. **Performs administrative and secretarial duties for the Manager**
2. **Performs typist and clerical duties as required in the office**
3. **Handles all receptionist duties to all clients coming to use the Centre**
4. **Attends to telephone duties, including providing pertinent information to callers, taking messages, relaying messages and transferring calls**
5. **Schedules the use of the facilities for groups and meetings**
6. **Prepares requisitions, and procures supplies and materials**
7. **Maintains financial records for all Centre operations**
8. **Receives, sorts and distributes incoming and outgoing mail**
9. **Duplicates, collates and distributes copies of print material as required**
10. **Prepares and assembles draft agendas, memos and reports**
11. **Other duties, as may be assigned from time to time by the Manager.**

Reports to : Manager
Supervises: Clerical staff, if available
Volunteers
Salary and Benefits:

5.3.9 STAFF TRAINING CONSIDERATIONS

In order to establish a Centre with a strong working team, some elements of staff training and development merit consideration. Whether this can be done by recruited staff, or contracted out will be determined by the Manager and the Administration.

1. **All professional, technical and clerical positions need to be trained on the use of the networked computer programmes in the system.**
2. **All managerial level staff should have a clear understanding of Management by Objective theory and practise to be able to put the process in place immediately.**
3. **Information Specialist may need orientation and assistance with implementing the automated information storage and retrieval packages needed.**
4. **Professional, technical and some support staff need to be introduced to the protocols and procedures for using the INTERNET**
5. **All staff need an opportunity to become familiar with the networked telephone system so that they can be positive public relations people in their phone communications.**
6. **Operations and scope of the services with the FAX machine need to be understood by direct users, including the Manager's Secretary**
7. **Specialist training courses of varying lengths will be need by:**
    - **Audio Visual Electronics Technicians**
    - **Photocopier and Duplicator Key Operators**
8. **Others, as may be determined internally as the system evolves, and moves to keep current with changing technology and service needs**

Some of the training may be negotiated when the equipment, software, or services contracts are acquired. Alternatively, an attachment to a well developed Centre might be arranged.

5. Translating a Vision in to Action

5.4 Implementation Options - Space Factors

The space requirements for a Teachers Resource Centre are as diverse as the perception of the kinds of service to be provided. They are also determined by what facilities are currently available, and what funds are accessible to do remodeling, renovations or construction of new buildings.

In Section 5.1 Stages of Implementation various aspects of what needs to be considered are recorded. As one works through these phases, it is possible to determine the space requirements.

Phase One

It would be possible for the beginning stages of a Resource Centre to be established in a District Education Officer or other Administrator's workspace might be enhanced by providing :

shelf and display storage for organized materials,
 such as methodology books, instructional videos, system documents, current curricular documents, system produced resource materials, and current journals
public access to a photocopier
laminator and punch and bind equipment
loan equipment
secretarial assistance to keep the place in order, and to schedule meetings
comfortable seating and workspace
make and take resources and workspace

This is premised on the fact that the original office component is large enough to accommodate such facilities and services. If this is not the case, then the services would have to be cut down to fit the space, or the space enlarged to fit the need.

A sample diagram showing such a physical arrangement is provided on the next page.

Alternatively, space might be available in a centrally located school, public library branch, or other community building. Again, the service can be initiated on a very minimal level as outlined above.

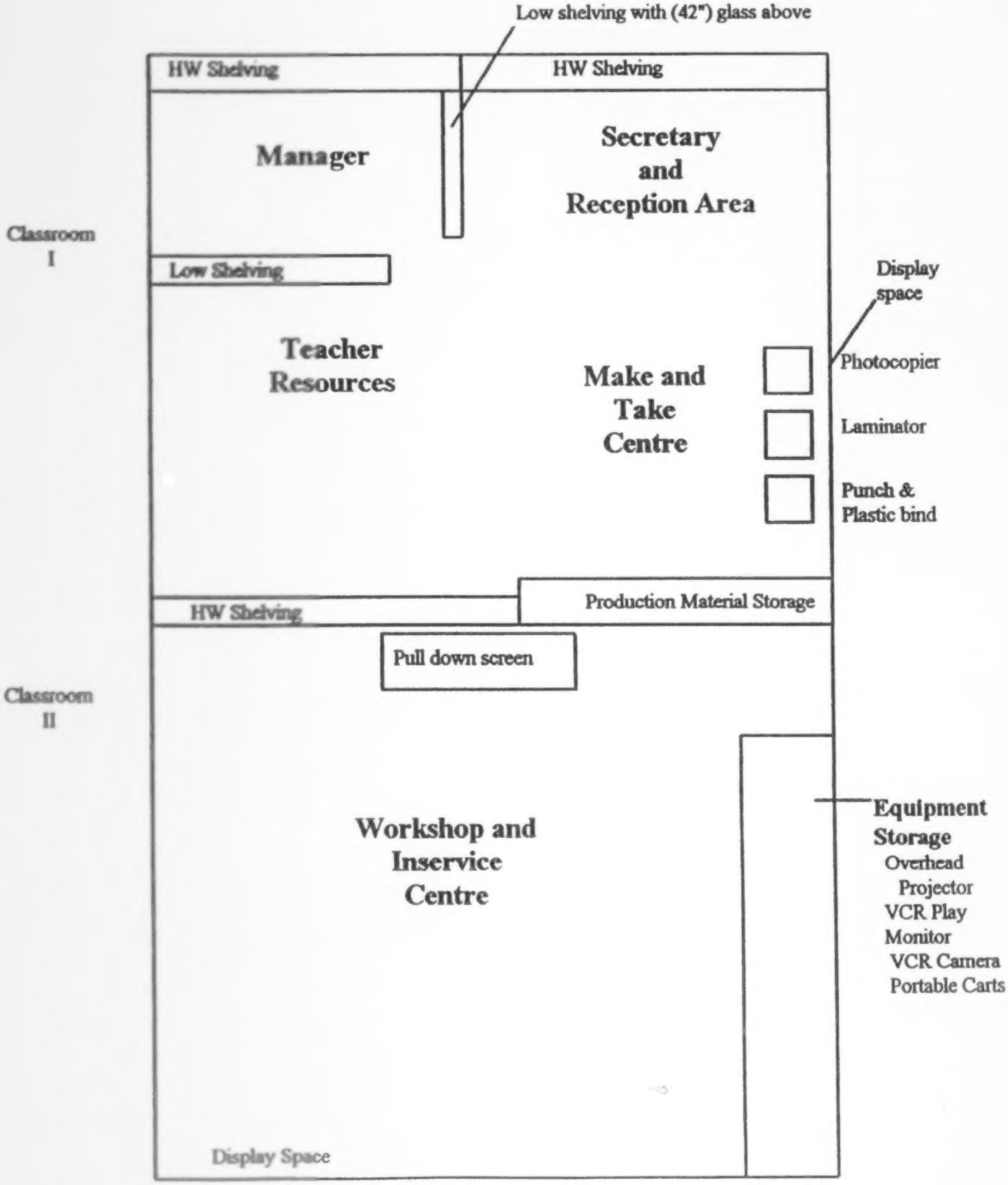
The advantage of having conference, meeting, seminar, lab., or workshop space initially is that larger groups of people can be drawn to the TRC, and will become aware of its services and resources. They will become the advocates for the development of a quality service focused towards their immediate and specific needs.

Section 5. Translating a Vision in to Action

5.4 Implementation Options: Space Factors

Phase I

Staff: 2+ full time
Size: Approx. 2
Classroom
equivalents


Low shelving with (42") glass above
HW Shelving
HW Shelving
Manager
Secretary and Reception Area
Classroom I
Low Shelving
Display space
Teacher Resources
Make and Take Centre
Photocopier
Laminator
Punch & Plastic bind
HW Shelving
Production Material Storage
Pull down screen
Classroom II
Workshop and Inservice Centre
Equipment Storage
Overhead Projector
VCR Play
Monitor
VCR Camera
Portable Carts
Display Space

5. Translating a Vision in to Action
5.4 Implementation Options - Space Factors continued

Phase TWO

Development is now premised on the acceptance of the concept by administration and school personnel. With an appropriate Needs Assessment process, the services of highest priority will be identified. A Plan of Action can be developed to provide the space, equipment, and staff to initiate these services.

Office space and workspace will be two major factors at this stage. If other *professional staff*, such as Curriculum Specialists or Education Officers are re-deployed or re-located to the Centre, there will be need for them to be housed appropriately.

The expansion of the *collection of resources* will mean more shelving space, more workspace, and office space for the *Information Specialist* (and support staff) to do the technical work related to having the resources easily accessible. In addition more space for *clients* to sit, read, work or discuss will be imperative.

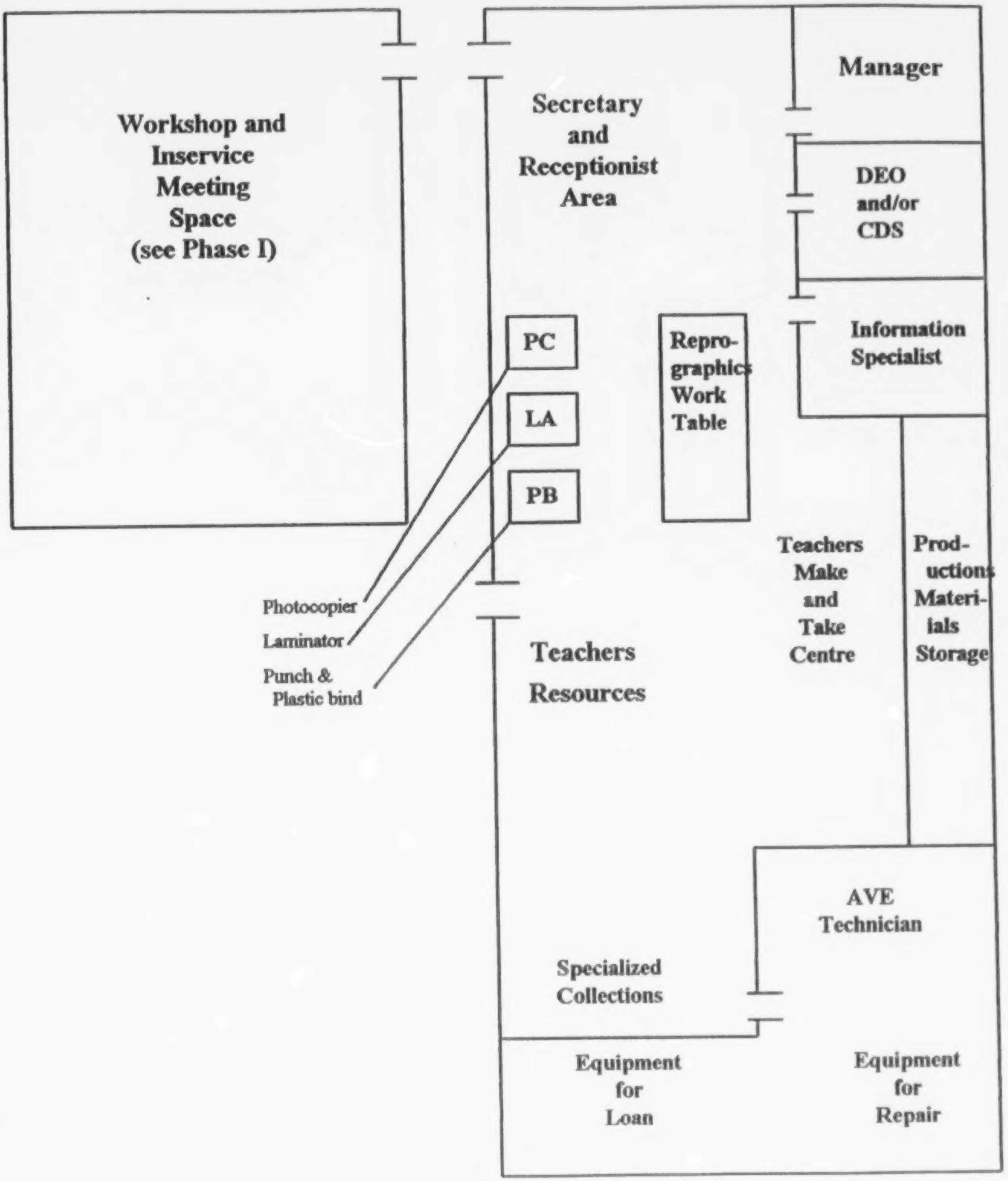
The need for an *Audio Visual & Electronics Technician* centrally housed, with workspace and storage space has been highlighted many times in the interviews. This position has high priority. To work efficiently and effectively, a separate and specially designed work bench, tools, and storage must be planned. Initially, this could be accommodated in half a classroom.

As the *printing and duplication* services grow, it will be necessary to have storage for paper and related supplies. It will be important that the Secretary or Production Assistant have a space where the materials can be stored and/or packaged prior to distribution.

A sample diagram suggesting the use of a space approximately equal to three (3) classrooms might be necessary at this second stage of development.

Staff: 5+ full time
Size: Approx. 3 Classroom equivalents

Phase II


Workshop and Inservice Meeting Space (see Phase I)
Secretary and Receptionist Area
Manager
DEO and/or CDS
Information Specialist
PC
LA
PB
Repro-graphics Work Table
Photocopier
Laminator
Punch & Plastic bind
Teachers Make and Take Centre
Prod-uctions Materi-ials Storage
Teachers Resources
AVE Technician
Specialized Collections
Equipment for Loan
Equipment for Repair

5. Translating a Vision in to Action

5.4 Implementation Options - Space Factors

By PHASE THREE, the services and resources of the Centre will be in high demand. Careful evaluation is important to determine which services are really essential; which need alternative or additional space; and which new services are to be added. As this is done, new space requirements will be determined, partly by re-organization and partly with new acquisition of space.

One of the areas that will most likely be prominent by this time (if not before) will be *Computer Services, Audio Visual Production, and Printing & Production Services*. Each has some unique requirements. As the staff is brought into service, the space allocations will need to be determined. At minimum, the equivalent of one (1) full classroom would be needed.

It is very important that the *Workshop, conference, seminar and in-service space* not be sacrificed for other functions. While it may be used at various times by many agents, it is needed as the place where teachers may be drawn together to work as teams and to learn new approaches, methodologies and strategies. It is an important advocacy tool.

It is anticipated that a space equivalent to four (4) classrooms or more might very well be in use by the time this phase is fully operational.

A sample diagram suggesting developments from the previous phase is provided on the next page.

For a more detailed example of the kinds of space that might be needed in Phase III or later, one is referred to

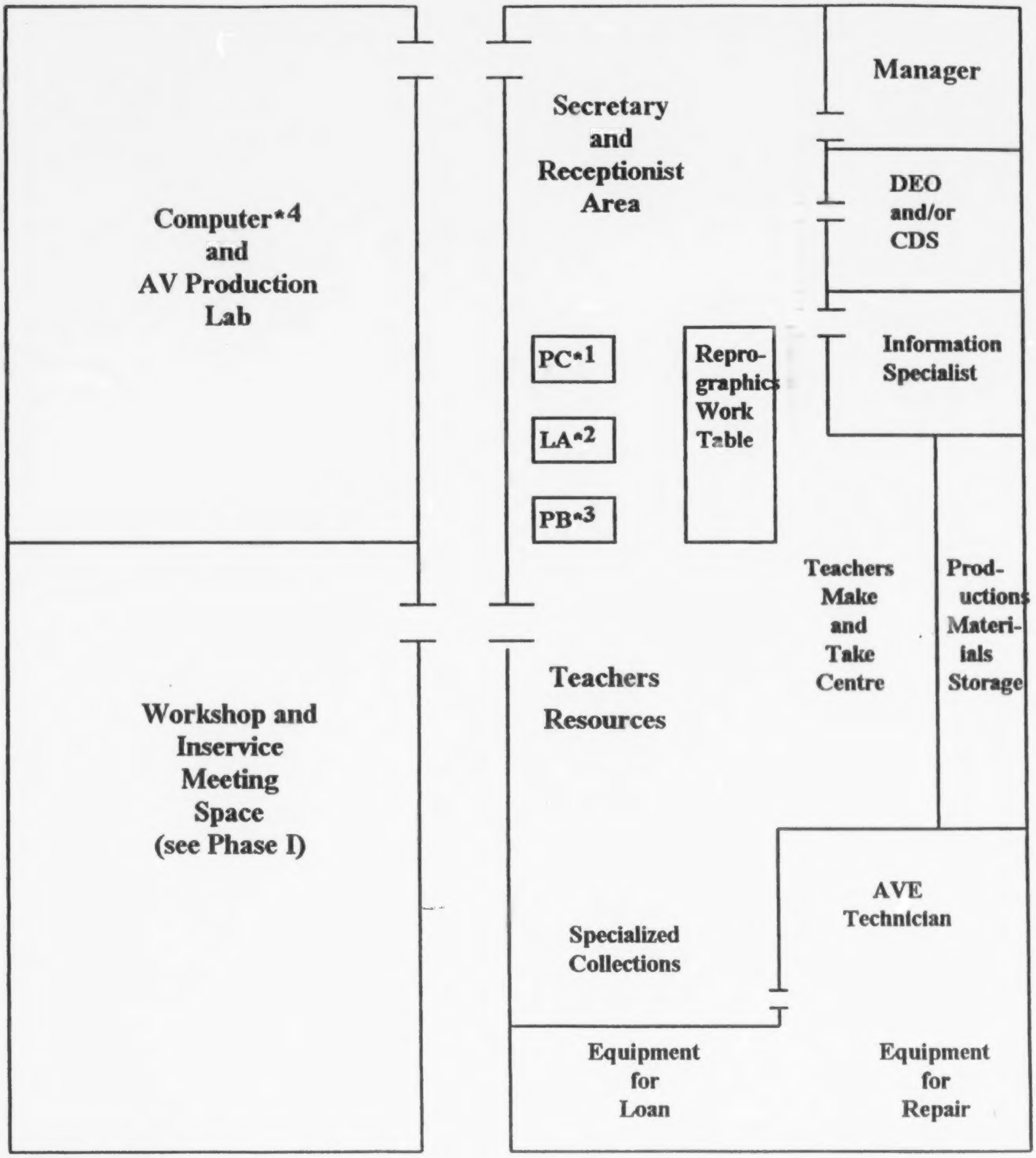
> ***OECS FEASIBILITY STUDY ON THE DEVELOPMENT OF A REGIONAL CURRICULUM DEVELOPMENT AND MATERIALS PRODUCTION AND EQUIPMENT CENTRE October, 1994 Section 6.3***

Section 5. Translating a Vision in to Action

5.4 Implementation Options: Space Factors

Staff: 5+ full time
Size: Approx. 4 Classroom equivalents

Phase III


Computer*4 and AV Production Lab
Workshop and Inservice Meeting Space (see Phase I)
Secretary and Receptionist Area
PC*1
LA*2
PB*3
Repro-graphics Work Table
Manager
DEO and/or CDS
Information Specialist
Teachers Make and Take Centre
Prod-uctions Materi-ials Storage
Teachers Resources
Specialized Collections
AVE Technician
Equipment for Loan
Equipment for Repair

*1 Photocopier
*2 Laminator
*3 Punch and plastic bind
*4 could house office space for Computer Services

5. Translating a Vision in to Action

5.4 Implementation Options - Space Factors

5.4.1 GENERAL CONSIDERATIONS FOR ALL CENTRES

1. Telephone system, operated through receptionist and central rotary dial systems, with options for:
   - direct dialing out from any location on more than one line
   - for inter-office communication and call transfer

2. FAX service to and from one central area located with the Manager's Secretary

3. Network for standardized computer operations linking all services in the Centre, and with various software packages available

4. Air conditioning; proper air circulation and exhaust fans from copiers and where cleaning chemicals are used/stored; appropriate ventilation in all workspaces; humidity control in special archive storage areas

5. Lighting appropriate to the work stations, with special attention to intensity and glare in word processing areas

6. Reliable electric power supply, with sufficient outlets to accommodate specific work stations, and with power surge protection for all computers.

7. Acoustic carpeting and/or tile to ensure that noise levels are acceptable in specific function areas.

8. Curtains or blinds to darken areas for proper media utilization must be provided, especially in seminar, conference, workrooms and meeting spaces.

9. Storage for personal clothing and effects close to the work station is desirable either in individual lockers, or secured in the Staff Room area.

10. Adequate rest room/lavatory facilities to accommodate staff and visitors/clients, keeping in mind meeting room needs.

11. Display boards and cabinets strategically placed for both public and staff information, including some secured display cases for valuable/historical items.

12. Security factors need to be addressed in all areas, and especially during extended hours.

5. Translating a Vision in to Action
5.5 Implementation Options - Equipment and Furnishings

As outlined in the various phases of the discussion on space, it was noted that initially it was possible to start a Centre with minimal facilities, equipment and furnishings. Acceptance of the concept is the critical point. However, the new space must have sufficient resources, supplies, and tools to give it credibility.

Some sample standard office allocations are provided with cost estimates in Canadian dollars:

1.	Executive desk , 60" long x 30" deep, complete with two box drawers, and one file drawer; full modesty panels, durable floor glides ...	$ 280.00
2.	Task chair, with oversize seat and back cushions of contoured foam. Manual adjustment of back height and seat depth. Durable floor glides. Various colours...........	$ 129.00
3.	Secretarial desk, as in no. 1 above, but with side pedestal to accommodate computer hardware, files, and drawers ...	$ 280.00
4.	Adjustable secretary chair, contoured seat and back, manual adjustment, durable floor glides	$ 40.00
5.	Guest / conference chair, swivel/tilt control, height adjustment, metal base and durable glides	$140.00
6.	Book shelf storage units, complete with oak or walnut finish, 3 standard adjustable shelves, Height 48" Width 36" Depth 11 3/4 "...	$ 70.00
7.	Metal filing cabinet - Legal size, four drawer units Width 18 1/4" Depth 26 1/2 "	$229.00

The quantity of the above items will vary according to the number of offices and the type of work done in each.

For examples of the kinds of equipment and furnishings that could be expected to be in place by Phase III, one might refer to the

> OECS *Feasibility Study on the Development of a Regional Curriculum Development and Materials Production and Equipment Centre,* October 1994
> Section 6.27

5. Translating a Vision in to Action

5.6 Implementation Options - Funding and Cost Factors

In Section 3.6 Data Collection and Analysis: Funding, the interviewee's suggested a variety of ways in which the Centre should be funded, including some ideas on making it self-sustaining.

There is clear evidence that if a new building is required, it is likely that external funding will need to be sought by the Ministry. Additional capital funds will be required for furnishings and equipment as well. The amount of money will depend on the degree of development that is going to be undertaken.

However, some respondents indicated that they believed facilities now existed where such Centre operations could be initiated, both in larger urban areas as well as in urban areas. It is possible that District Education Offices or Large Secondary Schools might be able to re-arrange their facilities to accommodate the early phases of this innovation. In such cases, renovation or re-location costs might be minimal. This aspect was addressed to some degree in the section on Space Factors.

With respect to staffing, in some territories, it was indicated that re-deployment of some administrative personnel, and restructuring of some offices could provide the personnel needed to initiate such a venture. It is important to note that the qualities of leadership and creativity needed by this manager must be carefully addressed in choosing the candidate.

On some of the Islands, it was noted that there are many resources scattered in current offices. These need to be drawn together, inventoried, and made accessible to all teachers. Likewise many system and local produced documents and teaching resources are not generally available to the field or the public. This is not an expensive proposition for someone who is knowledgeable in information storage and retrieval.

5. Translating a Vision in to Action
5.6 Implementation Options - Funding and Cost Factors
5.6.1 Budget Components - Sample

In the development of the operating budget for the Centre, it is important that there be some standard lines. These should include:

1. **Salaries:**
    - **Professional**
        - **Manager**
        - **Curriculum Development Specialist(s)**
        - **Information Specialist**
    - **Technical**
        - **Audio Visual Electronics Technician**
        - **Computer Technician**
        - **Printer/Production Specialist**
    - **Clerical**
        - **Secretary/Receptionist ; Clerk/Typists**
    - **Ancillary**
        - **Cleaners; Security; Driver/Messenger**
        - **Casual help**
2. **Benefits for all employee classifications**
    - **Staff Development**
3. **Printing and Duplicating**
4. **Production Supplies**
    - **Print related materials ; Audio and Video supplies**
    - **Computer supplies**
5. **Collection Development**
6. **Equipment and Furnishings**
    - **Operations; Instructional; Networks**
7. **Equipment Maintenance and Repairs**
8. **Rentals**
    - **Telephone; Photocopier; Other Equipment**
9. **Building Maintenance and Repairs**
10. **Insurance**

6. Implications for Each Territory

6.1 Overview

As part of the interview process, the participants were given an opportunity to describe the types of service in *Professional Development, Instructional and Curriculum Development, Teachers' Resources, and Technical Support Staff.* Many positive reports were given, some current proposals were reviewed, and when time permitted visitations were made to several sites. In general, the enthusiasm of the participants to share their successes made the project more stimulating.

In each interview the respondents were invited to prioritize the four categories of service noted above. The raw data was calculated and percentages were assigned. A graph of those results will appear under each separate country.

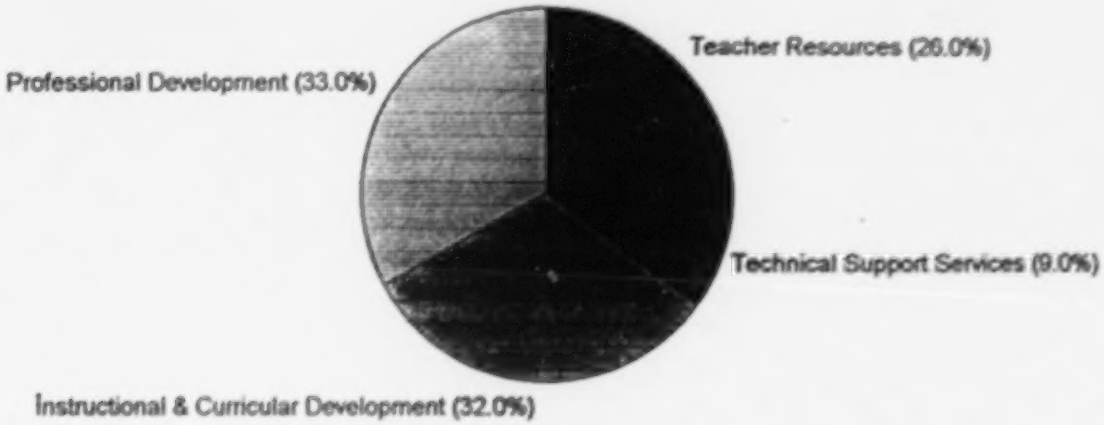
The number of Centres and their location will vary from territory to territory. In some cases the message was quite clear that one strong Centre located in the major population centre was preferred. In others, satellite centres were also expected. Factors such as demography, topography, difficulties in travel, costs for accommodation, and general funding issues were all considered.

The role of other information providers in the territory was also a concern. Many respondents emphasized the need to have access to the resources increased using electronic information storage and retrieval systems. In some cases it was recommended that only one agency such as the Public Library Services should look after the school libraries, community libraries, bookmobiles, and Teachers Resource Centre. In other cases the National Colleges were identified as the logical site. One recognizes the political nature of these decisions. In many cases the respondents were vocal because they recognized a shortage of funds and resources and an imperative need to make changes in the educational system to retain youth and give them a motivation to become independent learners. The concept of information networks was discussed frequently.

6. Implications for Each Territory
6.2 Antigua and Barbuda

.1 SERVICE PRIORITIES

In the survey of the respondents, who were asked to prioritize the various services, there were some clear statements. Their data can be represented by the following graph.



.2 EXISTING SERVICES

The recent refurbishment of a new structure in the centre of St. John's provides an opportunity to set a plan and a programme in place. Some resources and staff are already located there. It would be advantageous to re-examine the operation in the light of sections 5.1 and 5.2 in this report.

The Infant Pedagogic Centre holds promise in the provision of training of personnel working in the pre-school area. If alternative or additional facilities were provided this centre could easily be adapted to accommodate teachers from the Infant / Primary schools who would benefit greatly from the pedagogical resources, the ideas for teacher-made materials and learning aids, and the research reports in many areas of the curriculum. The experience gained in developing this centre should be used to advantage in developing other models in the system.

Unfortunately time did not permit a visit to Antigua State College. It would be useful to consider how the resources there could be networked to the Teachers Resource Centre, to the Satellites, and to the Public Library System.

The new facilities for the National Technical Training Centre, completed with British Development Funds, were impressive. There should be a close collaboration between this Centre library personnel and the TRC so that teachers working in this specialized area will get most of their resources at the NTTC.

6. Implications for Each Territory

6.2 Antigua and Barbuda

.3 LOCATIONS

In reviewing the discussions of the various locations for the Teachers Resource Centre, it is recommended :

.1 that the St. John's Centre should be well developed, stocked and operated as the major centre for all the islands,

.2 that Satellite Teachers Resource Centres with similar services, but to a smaller degree, be initiated in th Eastern District and in Barbuda.

.4 MANAGEMENT STRUCTURES

Based on feedback from the interviews and the visitations, it is recommended that the Teachers Resource Centre :

.1 continue to be managed by a Curriculum Officer reporting directly to the Chief Education Officer.

.2 consideration be given to the establishment of advisory committees in the area of Management, Programme, and Evaluation as outlined elsewhere in this document.

.3 the Assistant Managers in the Satellite Centres should report to the Vice Principal in the larger centrally located Secondary School which could house the school library, community library and Teachers Resource Centre in a cooperative joint housing arrangement, and that the TRC Manager in St. John's work in close collaboration to support the services of these centres.

.5 GENERAL RECOMMENDATIONS:

.1 That the existing collection of materials be catalogued and organized for each client use, and that if possible the data be stored electronically in a system that is compatible with the library automation system used at the Antigua State College

.2 That resources available from other educational offices in all formats be integrated into this collection

.3 That workspace for the Audio Visual Equipment Repairs Technician be upgraded with:

- proper workbench, lighting, electrical outlets and storage facilities appropriate to the materials being handled
- tools and supplies acquired to perform the tasks efficiently
- computer programmes set up to do a proper inventory of the equipment under repair, and reorganized to remove items from inventory which should be used only for parts or which should be destroyed.

6. Implications for Each Territory
6.2 Antigua and Barbuda

.5 GENERAL RECOMMENDATIONS

.4 That signage be developed to clearly direct clients to the service areas.

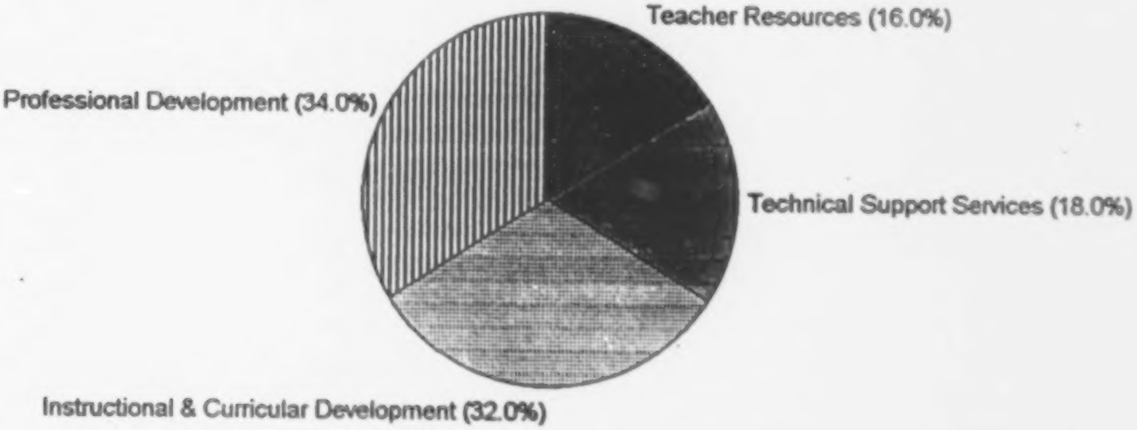
.5 That the services of the Teachers Resource Centre be clearly defined with the assistance of appropriate committees representative of the user groups.

.6 That the Plan of Action for 1995-96-97 be developed, and that proper steps be taken to put implement the proposals .. staffing, funding, resources, and facilities.

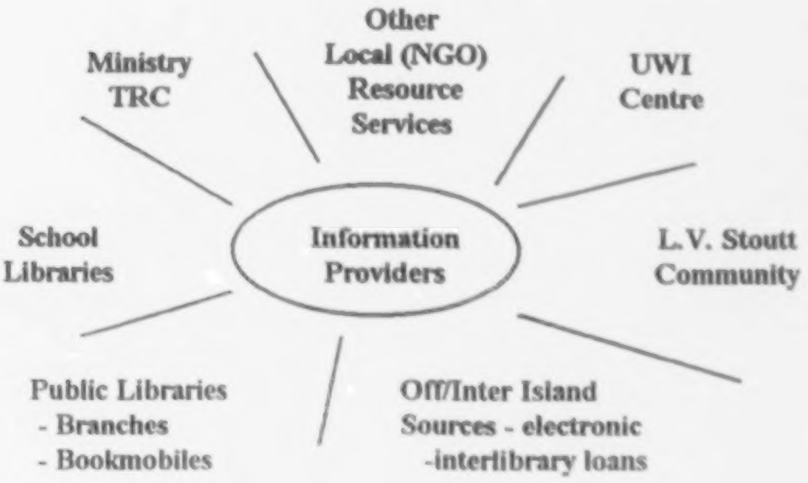
.7 That a close working relationship be facilitated with the Curriculum Development, Implementation and Assessment personnel to initiate professional development activities that will draw teachers in to the Centre, and help them to become familiar with the services.

6. Implications for Each Territory
6.3 British Virgin Islands

. 1 Among the respondents, there appeared to be a clear ranking of the PRIORITIES for the types of services needed to advance education on the islands. The following graph shows the distribution and prioritization by the interviewees.



.2 The concept of NETWORKED INFORMATION services was projected very strongly. The following chart suggests some of the agencies that can now be contacted by phone, FAX, modem, in person, or by the INTERNET. It was urged that other sources should be brought on stream as soon as they are able.

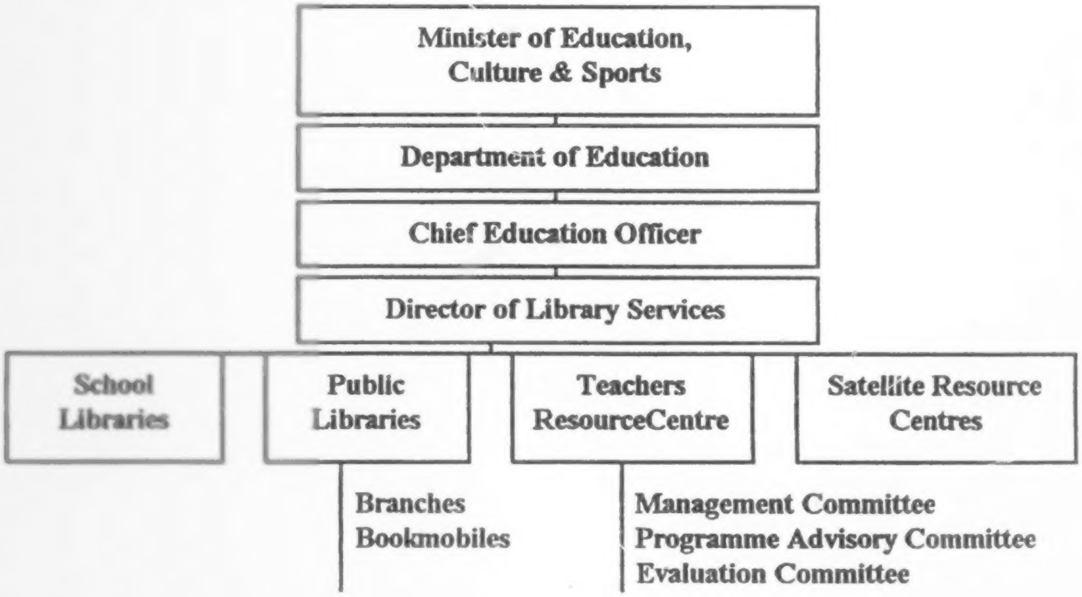

Ministry TRC
Other Local (NGO) Resource Services
UWI Centre
School Libraries
Information Providers
L.V. Stoutt Community
Public Libraries
- Branches
- Bookmobiles
Off/Inter Island Sources - electronic
-interlibrary loans

6. Implications for Each Territory
6.3 British Virgin Islands continued

.3 With respect to LOCATIONS, the following observations were drawn based on the interviewee input and the other documentation:

- **.1 That there should be one large well developed central facility in Tortolla,**
- **.2 That Virgin Gorda should have a similar type of service centre developed in proportion to the population, school enrollment and number of teachers.**
- **.3 That on Anegade and Van Dyke the largest schools on each main island should have an enhanced school resource centre developed to accommodate the public /community library and the Teachers Resource Centre services.**

.4 In the area of MANAGEMENT / GOVERNANCE, it is recommended that the following structure might be considered:


Minister of Education,
Culture & Sports
Department of Education
Chief Education Officer
Director of Library Services
School Libraries
Public Libraries
Teachers ResourceCentre
Satellite Resource Centres
Branches
Bookmobiles
Management Committee
Programme Advisory Committee
Evaluation Committee

It was felt that co-ordination under the Director of Library Services would make for the most efficient management and operations system. In addition this new structure would facilitate greater support to the community service based operations.

It was clearly articulated that the various committee structures in the Teachers Resource Centre were needed to ensure that the programmes of service in Professional Development, Instructional and Curriculum Development and Technical Support Services were well represented and supported.

6. Implications for Each Territory
6.3 British Virgin Islands continued

.5 General Recommendations:

.1 That the facility in the Central Administration Building basement be refurbished at the earliest opportunity with paint, carpet, proper lighting and air conditioning.

.2 That consideration be given to methods of providing access to this building by-teachers outside the regular hours while still maintaining appropriate security.

.3 That a Management Committee be formed to work closely with the Director of Public Library Services and the TRC Manager to work out logistical and operational details as described in section 5.3.2 from the beginning stages.

.4 That the Programme Advisory Committee be formed to assist in the definition and priorities for service to schools before the physical refurbishment is undertaken,

.5 That the Manager for the TRC be appointed, and provided with appropriate training or attachment experience for two (2) months while the physical facilities refurbishment is being completed.

.6 That the existing TRC materials be catalogued using the same library automation system currently at the main public library, and that these systems be networked together with the L. V. Stoutt Community College Learning Resource Centre

.7 That a systematic Plan of Action be developed to phase in the enhancements to the school libraries, combined school-community libraries, or similar facilities to provide similar Teachers Resource Centre services to the neighbouring islands in proportion to their access to Tortola, and in relation to their total populations.

.8 That the Manager in collaboration with the various committees prepare a statement of Goals, accompanied by a Strategic Action Plan to achieve these goals, and outline Specific Evaluation Criteria to measure their achievement.

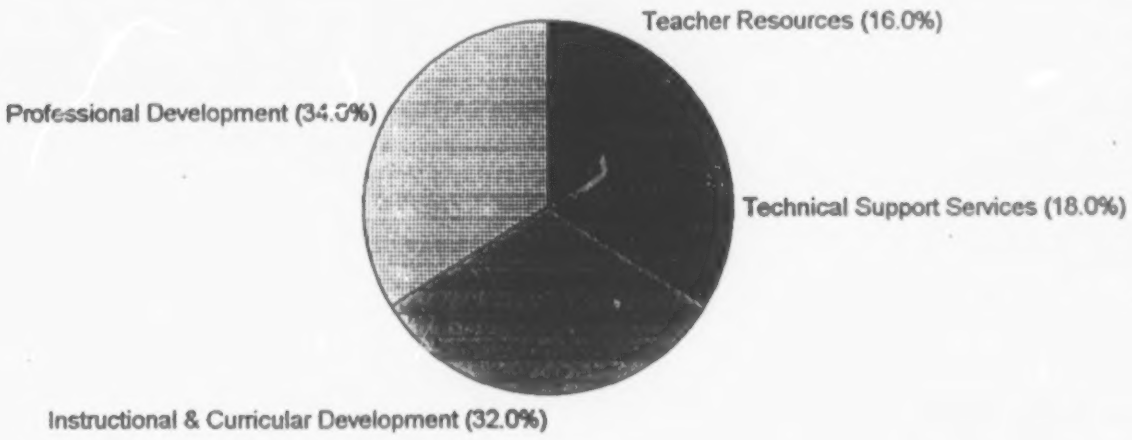
.9 That where necessary and desirable, the seminar, conference and assembly rooms on the various floors of the Central Administration Building be made available for activities related to the Teachers Resource Centre Programmes.

.10 That the services of the Government Information Services be used to supplement the services and resources of the Teachers Resource Centre.

6. Implications for Each Territory
6.4 Dominica

6.4.1 SERVICE PRIORITIES

The respondents willingly shared their priorities in the four key service areas. as shown in the following graph.



The following sign was observed in one of the offices. It conveys the attitude that was expressed in the interviews with respect to the need for Teacher Resource Centres on the island.

Dominica Community High School Mission Statement

> **Our mission is to provide an atmosphere within which students develop skills, knowledge, and attitudes to think creatively and critically, thus enhancing themselves and their communities.**

6.4.2 EXISTING SERVICES

In keeping with the philosophy above, the researchers were made aware of the services and resources at the Teachers College, the Curriculum Development Centre, the Documentation Centre, the Public Library, UWI Centre, and the Rural Agricultural Communications Centre. Some of these sites were not visited owing to lack of time, and their hours of service.

The role of the District Education Officers, Curriculum Officers, and Education Officers was reviewed, and discussions about proposals for revisions in the administrative system were briefly mentioned.

6. Implications for Each Territory

6.4 Dominica

6.4.2 Existing Services

Information was shared about the Drug Education Programme, Parent Involvement Programme at San Sauveur (Pilot stages), and other on-going training.

The facilities where the Audio Visual Repair staff member worked at the Teacher's College were also visited.

Indications were given that a proposal is being, or has been prepared for application to the World Bank for funding for a Teachers Resource Centre. A copy of the proposal was not available at this time.

6.4.3 LOCATIONS

In reviewing the information provided, the location of Centres is of considerable importance, with respect to the topography of the island, population densities, and administrative services available.

Consideration should be given to :

.1 a national centre should be established at Rosseau, preferably combining the services to the Teachers College and the Curriculum Development Centre.

.2 at least three (3) district satellite centres should be established in combination with the offices of the District Education Officers in the North, East and West.

.3 the possibility that one of the larger schools in the south east sector might have its school library resource centre enhanced to accommodate school library, community library and teachers resource services for the East area.

6.4.4 RELATIONSHIPS AND NETWORKS

One of the suggestions in the discussion for linking the various resources that are already on the Island, could be shown by the diagram on the following pages.

Option I is premised on the fact that the interviewees perceived that the major portion of staff development work is done through the Teacher's College. If that unit were expanded under a Vice Principal, or equivalent, in charge of Continuing Education, the Teachers Resource Centre could become a powerful force for change.

The value of having a model or demonstration school library/resource centre for the teachers in training to use was noted several times.

Also the need for electronic networking and video conferencing among the satellite centres and other related agencies was considered to be highly significant in meeting the current and future needs.

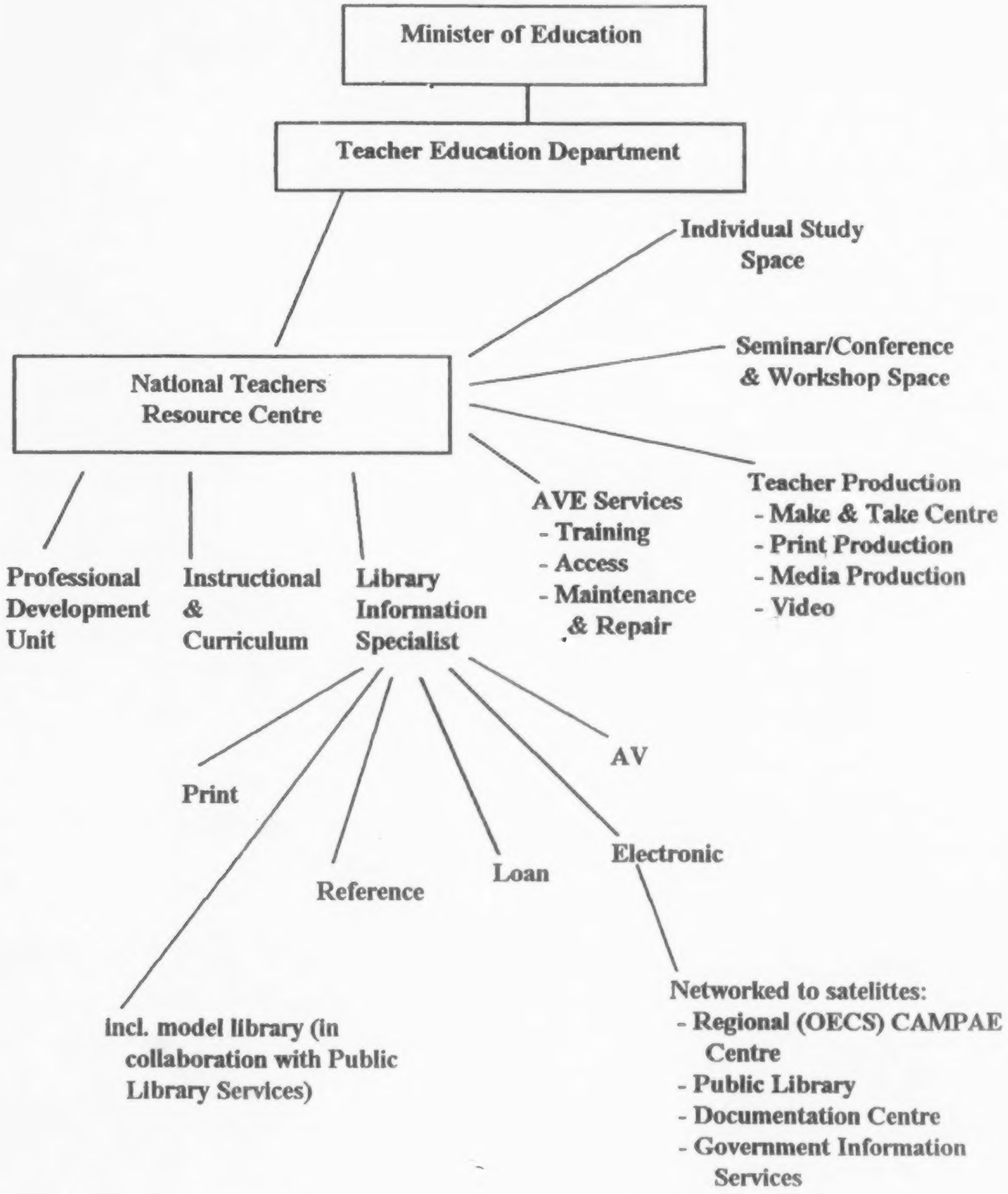
Option II would relate to the proposed new Administrative structure.

6. Implications for Each Territory

6.4 Dominica

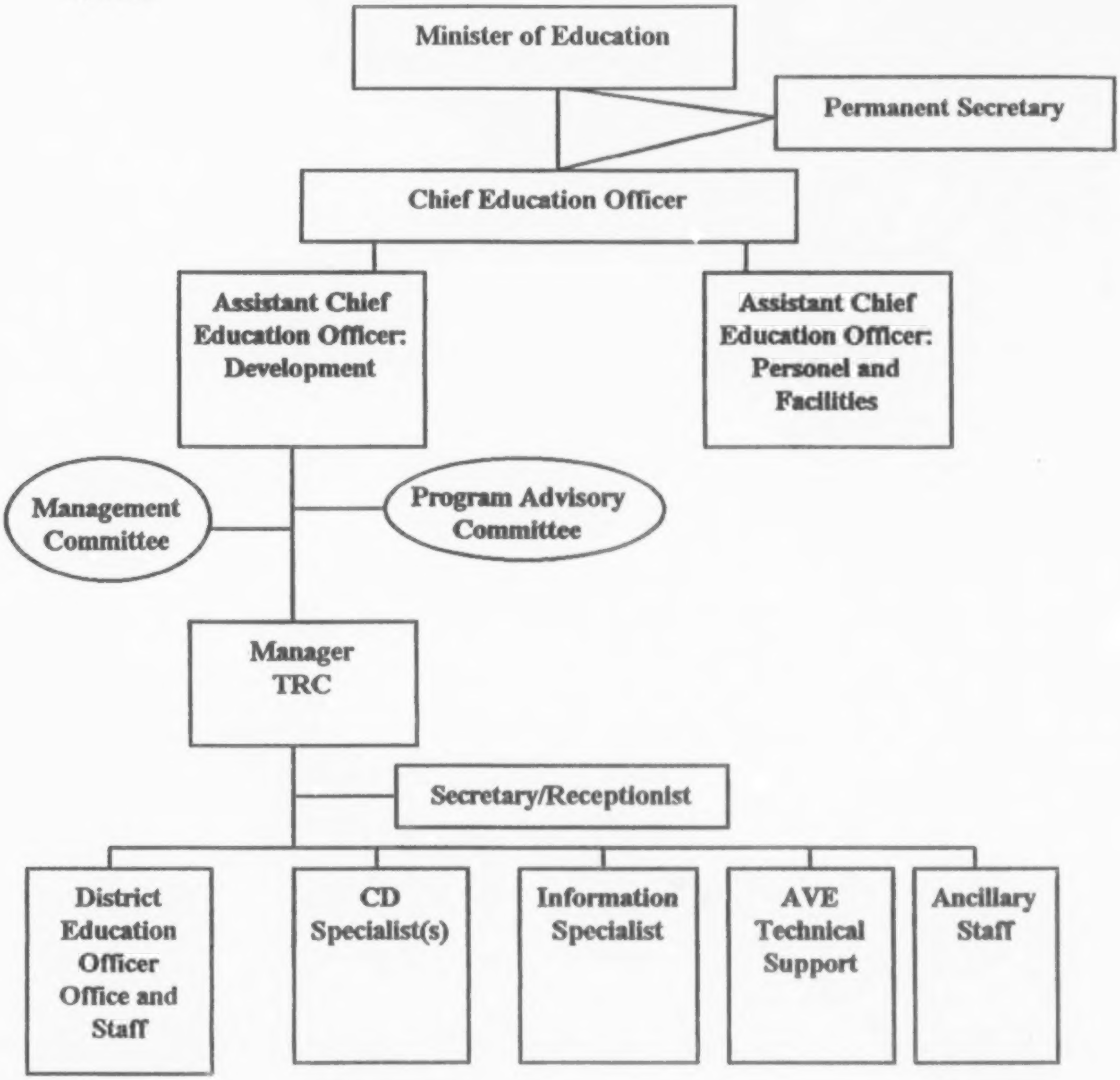
6.4.4 Relationships and Networks

Option I


Minister of Education
Teacher Education Department
National Teachers Resource Centre
Individual Study Space
Seminar/Conference & Workshop Space
Teacher Production
- Make & Take Centre
- Print Production
- Media Production
- Video
AVE Services
- Training
- Access
- Maintenance & Repair
Professional Development Unit
Instructional & Curriculum
Library Information Specialist
Print
AV
Reference
Loan
Electronic
incl. model library (in collaboration with Public Library Services)
Networked to satelittes:
- Regional (OECS) CAMPAE Centre
- Public Library
- Documentation Centre
- Government Information Services

6. Implications for Each Territory
6.4 Dominica
6.4.4 Relationships and Networks

Option 2


Minister of Education
Permanent Secretary
Chief Education Officer
Assistant Chief Education Officer: Development
Assistant Chief Education Officer: Personel and Facilities
Management Committee
Program Advisory Committee
Manager TRC
Secretary/Receptionist
District Education Officer Office and Staff
CD Specialist(s)
Information Specialist
AVE Technical Support
Ancillary Staff

(Housed by,
but not
responsible
to Manager)

- full-time
- part-time
- or casual

as the needs of the area require specialist services

- Cleaner
- Driver
- Security

6. Implications for Each Territory

6.4 Dominica

6.4.5 MANAGEMENT STRUCTURES

Three levels of management or administration based on a major centre and satellites were discussed.

In the case of the National Teacher Resources Centre, it is proposed that :

.1 one of the above options be considered, and that the appropriate staff and line relationships be established as suggested in the sections of this report related to staffing and management .

.2 when satellite centres are established as part of the District Education Officer, there should be additional staff provided to manage the centre and to provide the information and service needs for the Centre.

It would seem that most DEOs now have a workload that would make it very difficult for them to take on the extra and expanding responsibilities related to the development of a Satellite Centre. Whereas with one or more support staff, it is feasible that this could be undertaken.

Some interviewees suggested that an Information Specialist (as described in the job descriptions) with clerical assistance might be a good manager for such centres during their initiation.

Also the possibility of having some curriculum officers assigned to different Satellite Centres for periods of time for concentrated programme development and training might be a good expenditure of time.

.3 In the case of a Satellite Centre housed in a larger school, and combined with Community and school services, a vice principal might be assigned to oversee the operations. Similar staffing in the TRC as in the DEO satellites might be considered here also. The following diagram illustrates these relationships.

.4 In all cases the role of the Programme Advisory Committee is strongly urged to develop ownership, commitment, and to encourage advocacy. The use of the Management Committee in Options I and II in the section 6.3.4 should be given serious consideration.

.5 Evaluation Committees, whether standing or ad hoc, have a very important role to play in keeping the service attuned to the clients and growing with the changes in education around the region.

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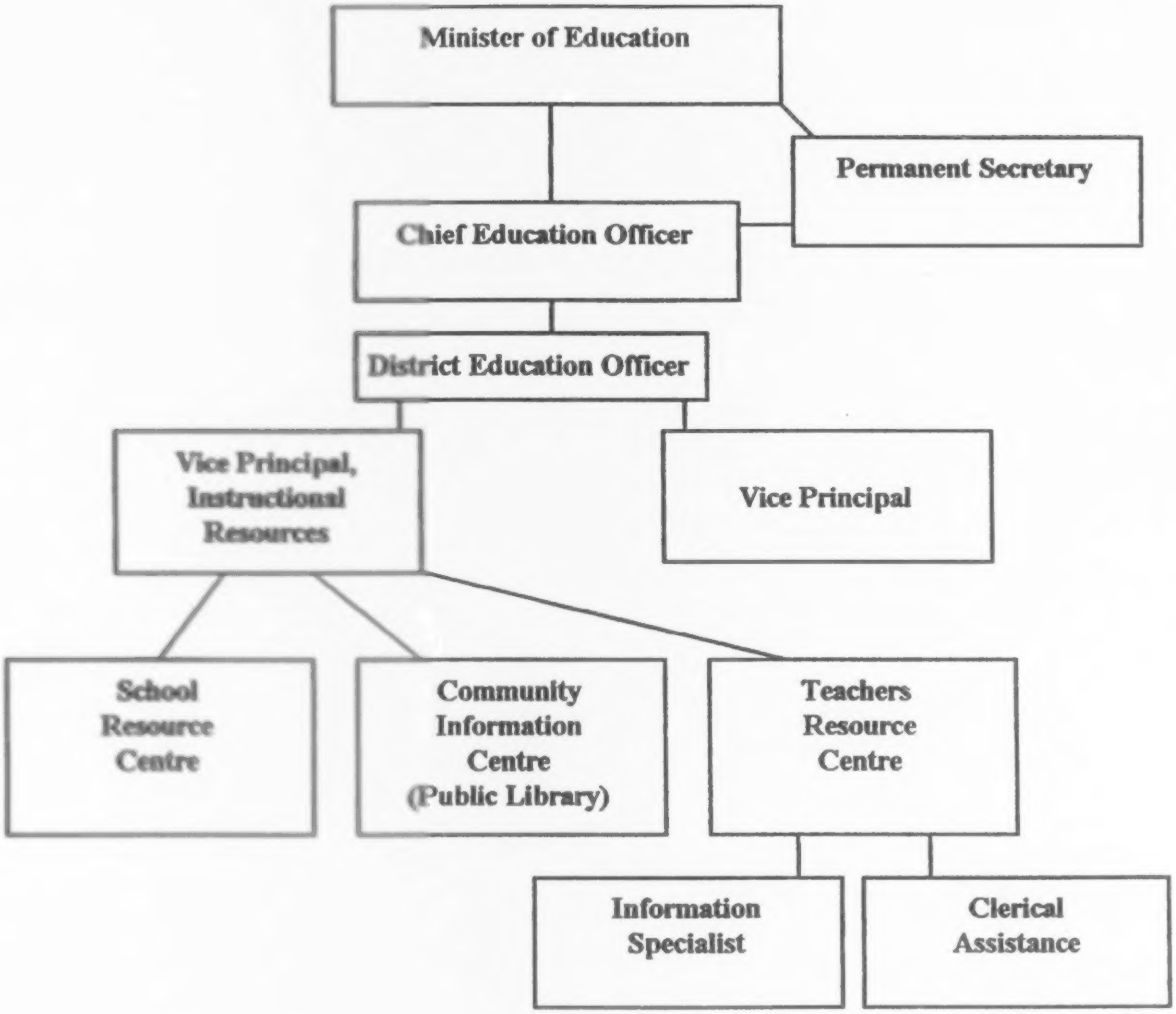
6. Implications for Each Territory
6.4 Dominica
6.4.5 Management Structures


Minister of Education
Permanent Secretary
Chief Education Officer
District Education Officer
Vice Principal, Instructional Resources
Vice Principal
School Resource Centre
Community Information Centre (Public Library)
Teachers Resource Centre
Information Specialist
Clerical Assistance

NOTE:
The three centres could possibly be housed and operated together on one site (with additional hours of service in the evening).

6. Implications for Each Territory
6.4 Dominica
6.4.6 General recommendations

.1 That a prototype satellite centre be established in at least one District Education Office as soon as space and staff can be found; and that existing resource material be drawn together from across the island to show the kinds of service that can be expected.

.2 That a funding proposal be developed to an external agency to build a facility on the current Teacher's College site that would combine the services as described in 6.4.4. Option I be prepared and submitted .

.3 That an Information Specialist be assigned to the current Curriculum Development Centre to begin the functions as outlined in the Job Description, Section 5.3 and to work in close collaboration with the Director of Public Library Services and the National Documentalist to appropriate networks.

.4 That the Central Administration investigate the possibilities of providing FAX and Modem services to each of the District Education Offices .

.5 That an INTERNET connection be provided for the Information Specialist and the members of the Administrative Staff.

.6 That video conferencing using currently available computer software and basic equipment be investigated for communications between the Curriculum Development Centre and the Satellite Centre.

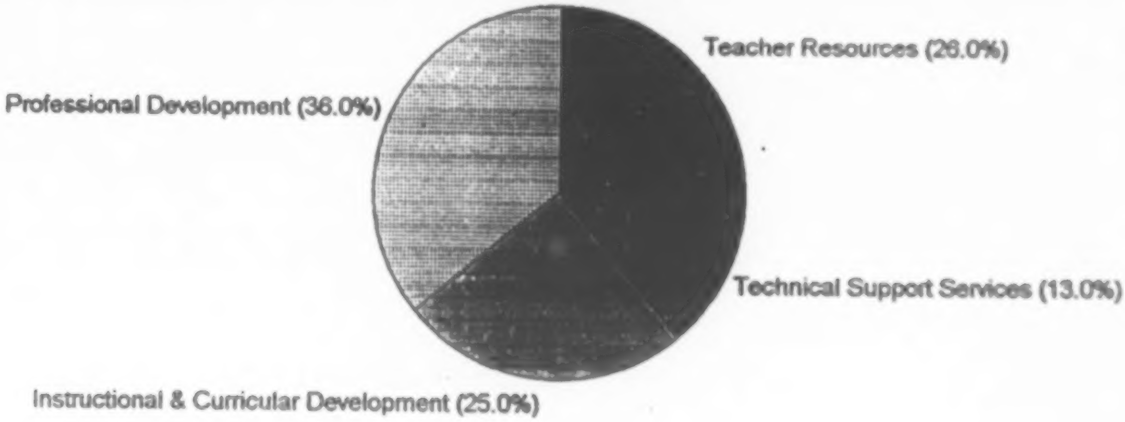
.7 That the role of the current audio visual repair technician be clarified to bring it in line with the proposals in SECTION 5.3.7;

- **that appropriate workspace and tools be provided**
- **that training and upgrading be acquired locally or abroad**
- **that liaison be developed with other repair personnel in Rosseau, and in both government services and commercial enterprises to share information and experience.**

6. Implications for Each Territory
6.5 Grenada

6.5.1 SERVICE PRIORITIES

While Professional Develop ranked highest, Grenadian respondents indicated that the need for Teachers' Resources was second highest priority in the four service groups. In discussion a number of individuals indicated that Instruction and Curriculum Development must go hand in hand with proper access to resources. It is difficult for teachers to institute any new programme or work with initiatives unless they have quality resources in ample quantity. The following graph indicates the summary of the respondent's priorities.



6.5.2 EXISTING SERVICES

The new building at the T. A. Marryshow Community College which houses the Learning Resources Centre was certainly a highlight of all the visitations. It is attractive and functional. There is need to organize the teaching aids and devices so that beginning teachers would have some idea of the way a school library could function as an integral part of their instructional programme. In due course, there will likely be an excellent collection of locally produced materials, as well as a good research and archival collection on the development of education on the Island. Indicators are that plans are in progress for this type of development. Some steps are being taken in the area of library automation. In addition one of the best audio-visual and electronics facilities with a capable worker in charge was displayed. The comments from the Faculty about these services were most positive.

The Public Library Services were visited briefly. They are centrally located, and many people were taking advantage of the facilities. This agency was mentioned several times by interviewees with respect to access to materials,

6. Implications for Each Territory
6. 5 Grenada
6.5.3 Existing Services - continued -

procurement, and leadership. The development of branch collections and services with experienced and trained staff was also noted. The fact that the library is in the midst of an automation project is to be applauded. Book drops in twelve (12) small schools was noted.

At the National Documentation Centre, the researchers had an opportunity to review the type of electronic access tools that are being used to store local information, and to communicate with other centres. A lack of space is limiting the use of these resources. This was the only Centre that made mention of the Infonet services that are received, with the assistance of Sandra John, Co-ordinator for the OECS project.

The Education Centre has an interesting collection of materials, and a very friendly and helpful library assistant. The facilities are very crowded.

Information about the Education Resources Network was also shared, although the proposal for setting up the operation was not available. The various types of services, the staffing and facilities in the various parishes were noted.

6.5.3 LOCATIONS

.1 There was strong advocacy that T. A. Marryshow Community College's Learning Resource Centre should be considered as the hub or main centre for the provision of educational resources across the Island. It was recognized that there is a fine new space, a quantity of materials, and trained staff to make it available. It was felt that a lot could be accomplished by giving quality instruction to all new teachers, and helping all Faculty to learn how to use the new technologies in all their programmes.

.2 The Educational Resources Network was acknowledged as the next series of links around the Island. It is recommended that :

- there should be at least three ERN centres on the island, located in the parishes of (1) St. St. George's & St. David's (2) St. Andrew's (3) St. John's & St. Mark's; with a special satellite centre in Carriacou;
- these Centres should be connected to the Marryshow Centre in both a management and program advisory relationship;
- the educational resources available in duplicate or by special collection be channeled from the hub to them in an organized collection development plan;
- space in these centres should be large enough to comfortably allow individuals to read, research, or do production work relative to their needs for copy

more ..

6. Implications for Each Territory
6.5 Grenada
6.5.3 Locations continued:

service, reproduction, listening and viewing;
- if these centres can be combined with Public Library Branches or Community Library Services, then access to quality children's materials in one location would be a distinct asset for children, teachers and parent:

- the National Documentation Centre should have enlarged facilities, and/or should be located in other library quarters recognized for their research potential. This collection needs to be made accessible to educators and citizens generally;

- all the above centres need to be connected electronically so that locational information about resources and information retrieval can be done in one stop shopping. Hence, there is a need for compatibility among the library automation programmes that are being adopted and implemented;

- other specialist centres with whom interagency collaborations can be established should be initiated as soon as possible to share services, resources and public relations.

6.5.4 MANAGEMENT STRUCTURES

There appear to be at least two administrative arrangements that could be considered in this situation. Each has merit and will need to be examined in terms of the Administrative philosophy and financial arrangements that are most viable.

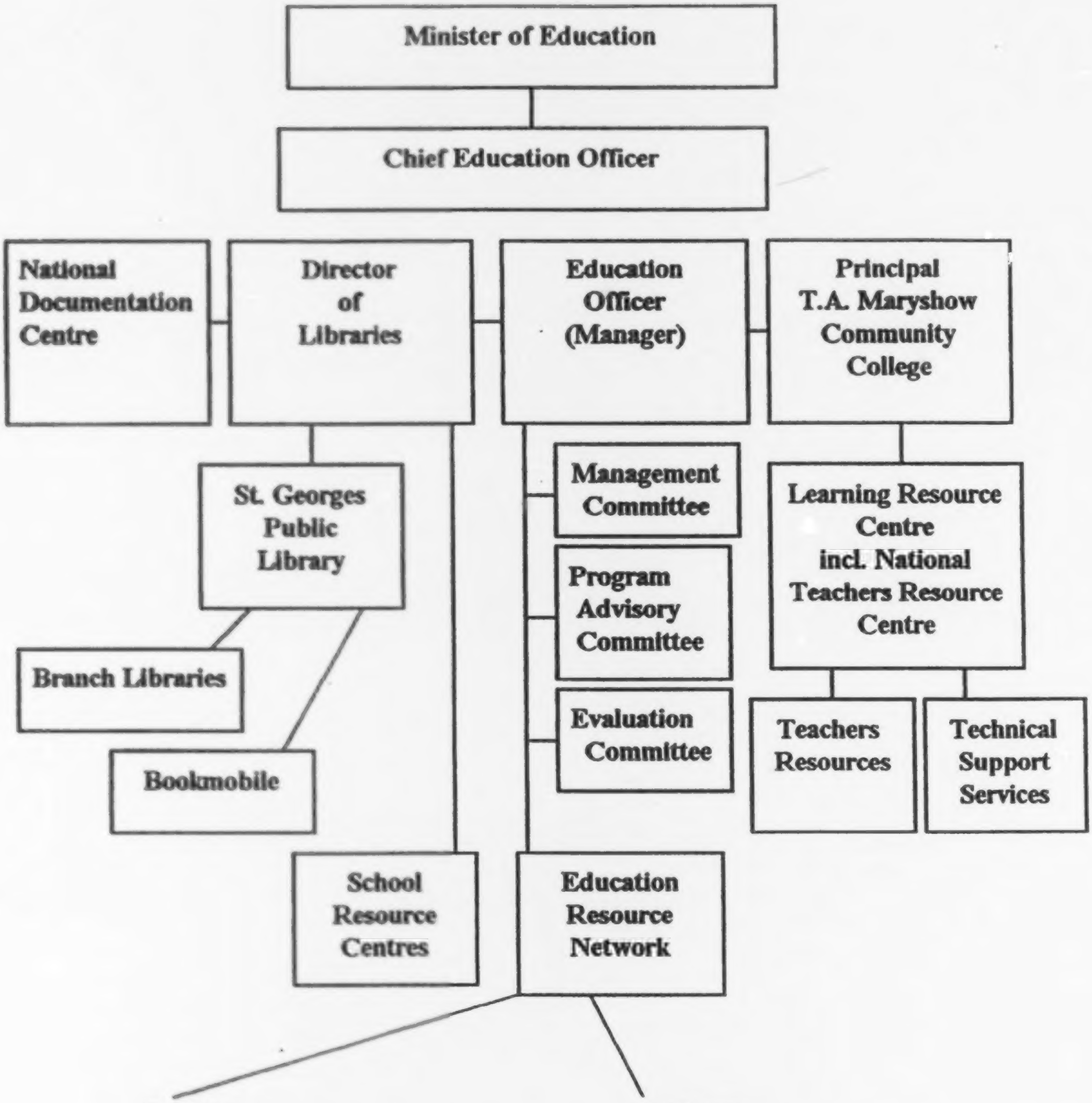
Option I recommends that an Education Officer become Manager for the Educational Resource Network with responsibilities for liaison with the Director of Public Library Services and the Principal of T. A. Marryshow Community College for the policies and procedures which need to be worked out. A Management Committee and a Programme Advisory Committee would be a wise asset in this regard. Since the greater proportion of the work in these ERN centres will relate to professional development, it would appear more logical that this type of arrangement should be initiated. In this context, the educational component can be linked to the College and the provision of resources for children can be linked to the Public Library. Both agencies can assist in research and reference work according to their abilities and staffing. In this way also TAMCC personnel can be called upon more often to assist in media training and proper media utilization across the Island.

The diagram on the next page illustrates the relationships.

6. Implications for Each Territory

6.5 Grenada

6.5.5 Relationships and Networks - Option 1


Minister of Education
Chief Education Officer
National Documentation Centre
Director of Libraries
Education Officer (Manager)
Principal T.A. Maryshow Community College
St. Georges Public Library
Management Committee
Learning Resource Centre incl. National Teachers Resource Centre
Program Advisory Committee
Branch Libraries
Evaluation Committee
Teachers Resources
Technical Support Services
Bookmobile
School Resource Centres
Education Resource Network

Parishes
- *1 St. Georges & St. Davids
- *2 St. Andrews
- *3 Carriacou
- *4 St. Johns & St. Marks

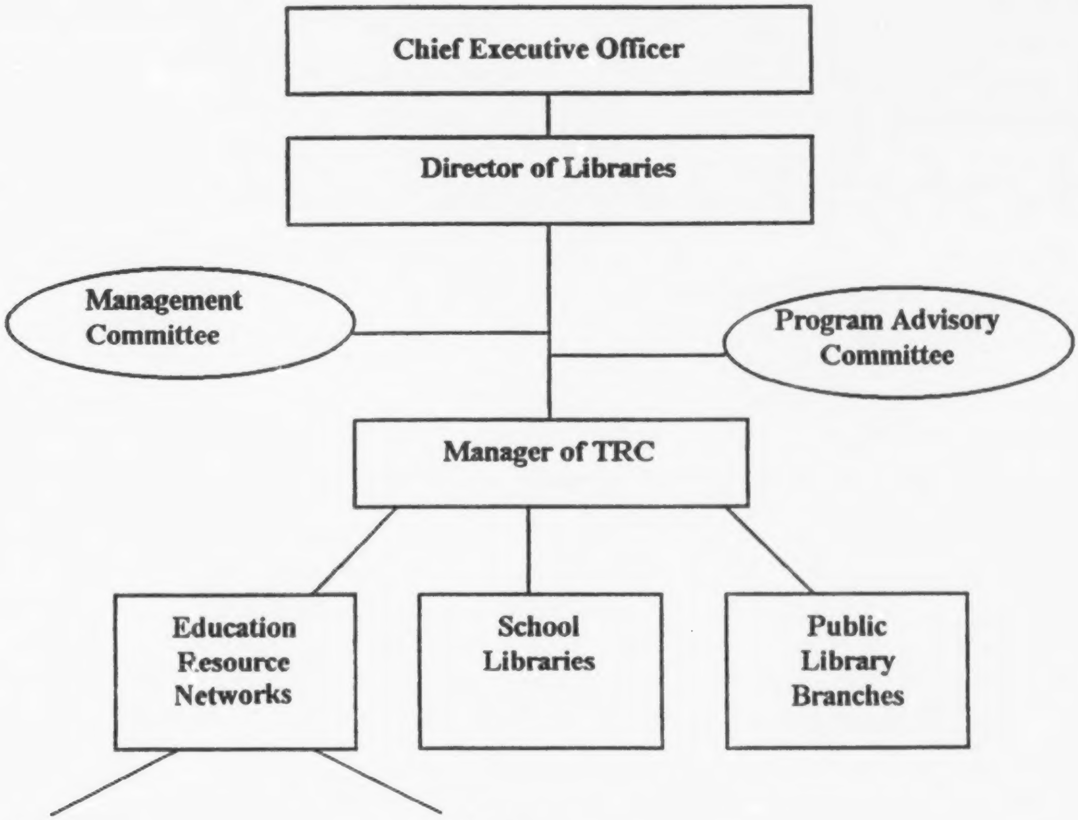
Options
- *1 Stand-alone centre
- *2 Housed in a large school
- *3 Combined with a public or community library

6. Implications for Each Territory
6.5 Grenada
6.5.4 Management Structures

Option Two is predicated on the emphasis in the programme shifting to the provision of resources. In this context the arrangements with the Public Library System are more logical.

It is very important in this situation that the Management and Programme Advisory Committees be activated early to provide input respecting the kinds of services that are essential.

The following diagram outlines this arrangement.


Chief Executive Officer
Director of Libraries
Management Committee
Program Advisory Committee
Manager of TRC
Education Resource Networks
School Libraries
Public Library Branches

Parishes
*1 St Georges & St. Davids
*2 St. Andrews
*3 Carriacou
*4 St. Johns & St. Marks

Options:
*1 Stand-alone centre
*2 Housed in a large school
*3 Combined with a public
87or community library

6. Implications for Each Territory
6.5 Grenada
6.5.5 General Recommendations

.1 That the T. A. Marryshow Community College Learning Resources Centre develop a section which would model the services a teacher might expect in a quality school library including the reference and resource materials in all media formats to allow the students to investigate all facts of modern pedagogy and its applications.

.2 That as a top priority the National Computer Network be developed to include the Educational Resource Network, the T. A. Marryshow Community College Library, the Public Library System, the National Documentation Centre, and other education-related agencies.

.3 That the Educational Resource Network facilities be enhanced to include the types of services outlined in this report with appropriate facilities , staffing and resources to meet the educational needs of their surrounding communities.

.4 That consideration be given to re-deployment of Curriculum and/or Educational Officers to work in the ERNs for a period of time to do instructional development, programme initiation, resource assessment, implementations and evaluations of curricular change.

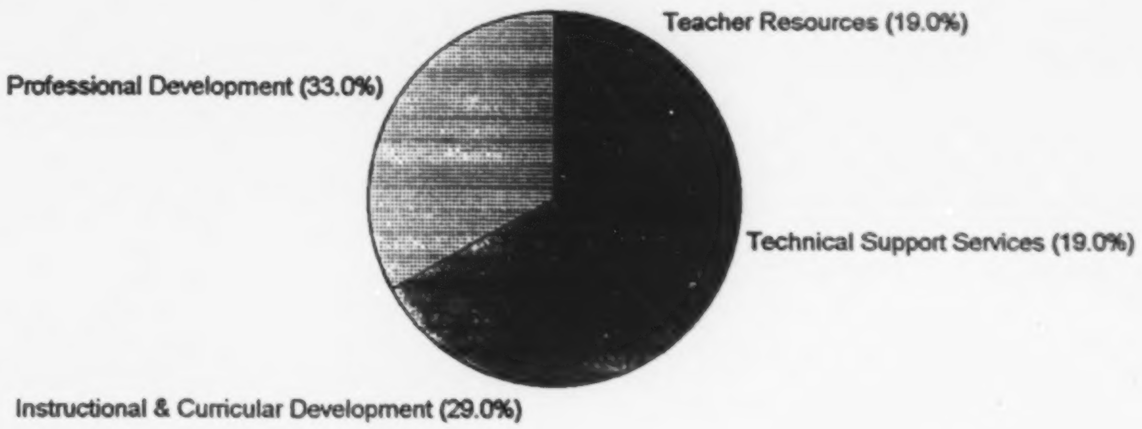
.5 That emphasis in each Centre be on teacher resources for instructional and curricular development with special attention to make-and-take activities and the sharing of classroom-tested and developed unit.

.6 That local Advisory Committees be nurtured for each ERN involving recognized leaders in the classroom teaching community to advocate the services of the ERNs to their peers.

6. Implications for Each Territory
6.6 Montserrat

6.6.1 SERVICE PRIORITIES

Consideration of the priorities for service in the Teachers Resource Centre by the respondents painted a graph as shown below. Clearly there is a strong need for both Professional, and Instruction and Curriculum Development. However, it should be noted that most respondents emphasized the need for a strong materials base coupled with technical support in order to properly implement the changes needed in education today.



6.6.2 EXISTING SERVICES

Great pride was shown in the visit to the new building on Thompson Field, which is seen by many as phase one in the development of a new Montserrat Community College. The main floor is designed to house the Teachers Resource Centre / Learning Resources Centre. It is spacious and has much potential. Basic equipment lists were shared. Discussions around the work planned for this summer with an OCOD consultant indicated that there is a strong hope that the Centre will be in a position to support classes in Teacher Education in the fall.

The second floor of the building consists of three classrooms, a staff area with work counter, individual carrels, lounge and discussion space. There are already some classes in Teacher Education operating from the building. Long range plans include classes in Nursing Education to emanate from this facility also.

Movement of the Ministry of Education unit to the new Administrative Building will make significant changes in the surroundings and ambiance of the department. Whether all the Education Officers will be located there, or if some will be part of the Teachers Resource Centre component was not determined at this time.

6.6 Montserrat

6.6.2 Existing Services continued...

A visit to the Public Library on a previous occasion indicated a system that is running well and has many clients. Potential for close staff liaison with the Teachers Resource Centre is evident.

The School for Special Needs Children supported by the Red Cross and the Government subvention located on the same compound as a primary school was also noted. Located here are three remedial reading resource teachers and a psychologist who deals with all the public. This is their home base from which they coordinate their office time, travel schedules, and client visits. It is possible that consideration might be given to including them in the new TRC facilities.

The Medical School established in partnership with the American Universities of the Caribbean was also noted. There is a well developed specialized collection here that could be accessed for research purposes as needed. There is also the potential for collaboration in the development of an INTERNET unit that would be valuable to the TRC and the Medical School, and to which students might have access. There is need to explore educational sponsorships and to have discussions with Cable and Wireless personnel.

The current Technical School provides equipment maintenance and repair services for most of the educational agencies on the Island. One staff member has attended some training sessions abroad and will be involved in training colleagues at the OCOD St. Lucia programme in July 1995. The work area is spacious and busy.

6.6.3 LOCATIONS

As noted above the plan is to have one major Centre, with well developed services from it. The size of the island and the ease of travel make this the wisest use of funds at this time. There is a delivery bus available to all schools on a daily basis.

At some future date, satellite centres might be opened in the North and East areas through enriched school libraries, combined community / school libraries, and teacher production facilities. Such considerations were taken when a new school in the Harris east area was recently constructed. This would be especially valuable if FAX, modem, and other electronic communications could be well developed.

Access to LOOMS III funding for some of these projects has been very important.

6 Implications for Each Territory

6.6 Montserrat

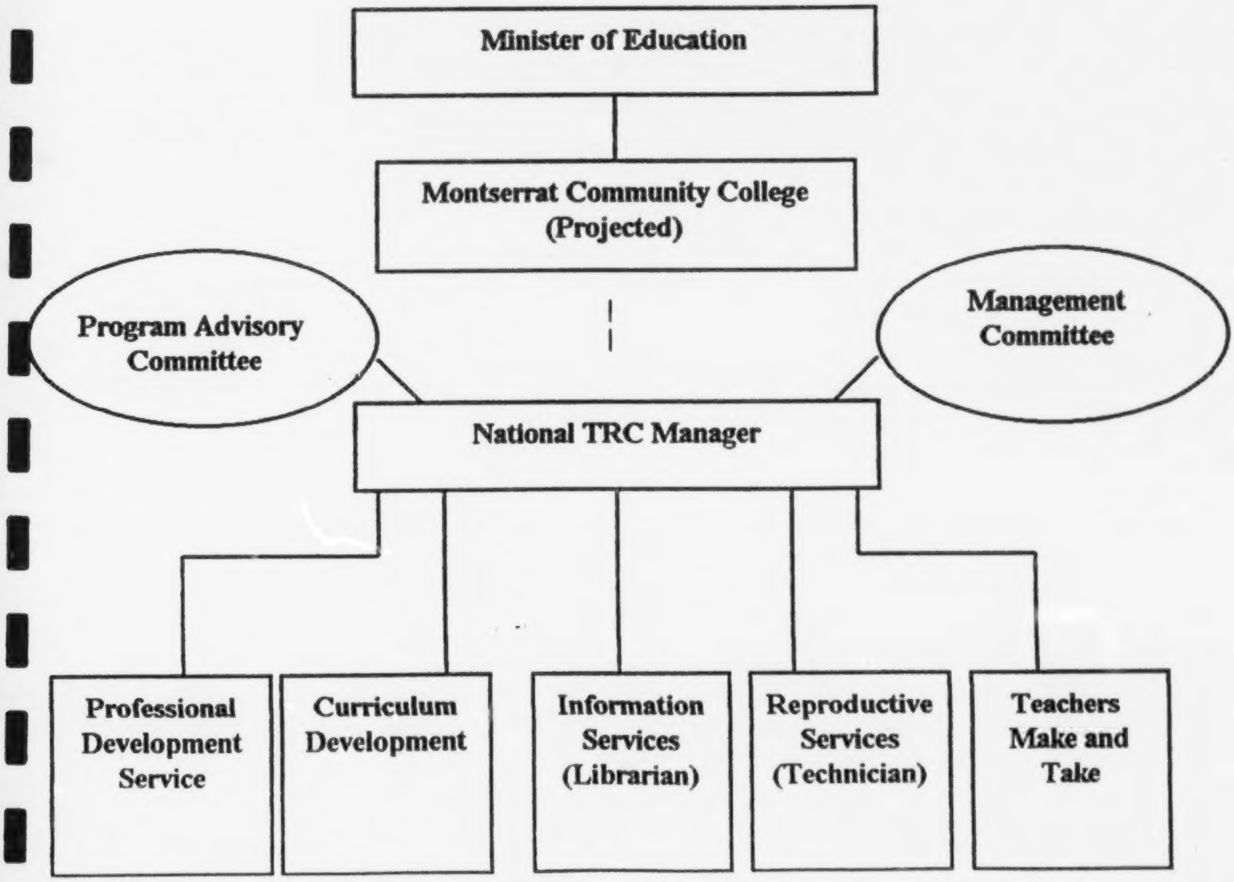
6.6.4 MANAGEMENT STRUCTURES

There are two options which might be considered here. In OPTION ONE, the projection of the Montserrat Community College is a key factor. In the interval, if an Education Officer were appointed as the Manager of the TRC, with a strong support team of Curriculum and Education Officers and other specialists already available on the island, this could be a powerful force for educational change.

The value of Management, Programme Advisory, and Evaluation Committees to develop the ground swell of ownership and commitment from the client groups would be very important.

The Manager for the TRC should be a participant in the regular Management meetings held by the Director of Education.

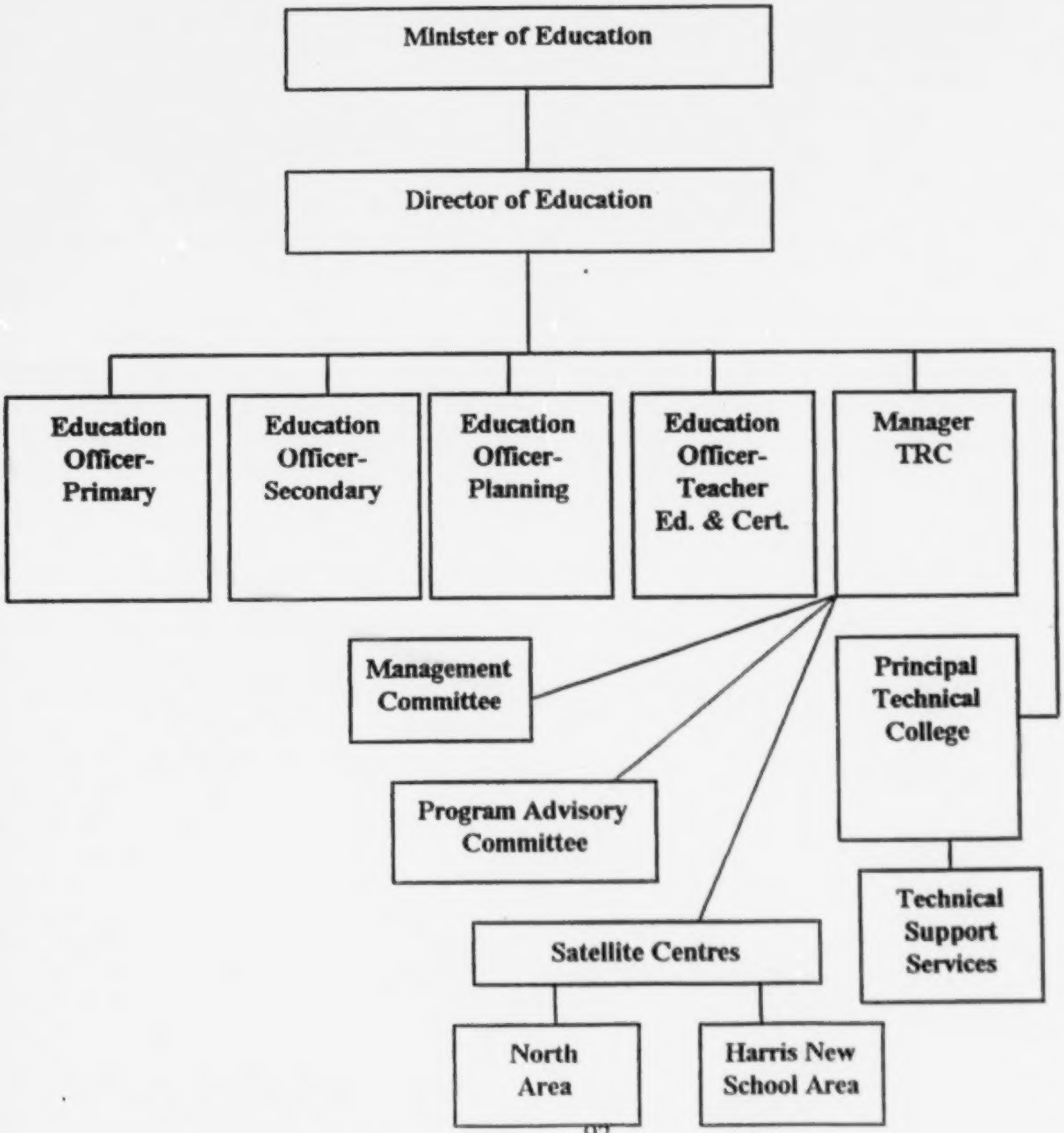
A sample diagram indicates some of the relationships.


Minister of Education
Montserrat Community College (Projected)
Program Advisory Committee
Management Committee
National TRC Manager
Professional Development Service
Curriculum Development
Information Services (Librarian)
Reproductive Services (Technician)
Teachers Make and Take

6. Implications for Each Territory
6.6 Montserrat
6.6.4 Management Structures continued -

In Option Two, it is suggested that the Manager of the TRC be appointed at a level parallel to the other Education Officers. This would indicate a strong need for close collaboration in the planning of all TRC programmes with these colleagues to make best use of the facilities and resources.

The following diagram illustrates this relationship.


Minister of Education
Director of Education
Education Officer-Primary
Education Officer-Secondary
Education Officer-Planning
Education Officer-Teacher Ed. & Cert.
Manager TRC
Management Committee
Principal Technical College
Program Advisory Committee
Technical Support Services
Satellite Centres
North Area
Harris New School Area

6. Implications for Each Territory
6.6. Montserrat

6.6.5 General Recommendations

.1 That a Plan of Action be put in place this summer with consultative help from OCOD to organize the TRC, to set budget plans for equipment and furnishings, and to draft policies for the role of the Manager, the Advisory Committees, and the procedures for operations.

.2 That the resources available from the various offices in the Administrative Building be transferred to the TRC and organized for ease of access to all clients.

.3 That a library automation system be put in place that would be compatible with the Public Library System, the Medical School system, and any other resource services available to the public, and

that the planning for this networked system begin immediately.

.4 That a representative of the Ministry be authorized to investigate the possibilities of a shared INTERNET service with the Medical School, Teachers Resource Centre, Administration Building, and Cable and Wireless officers.

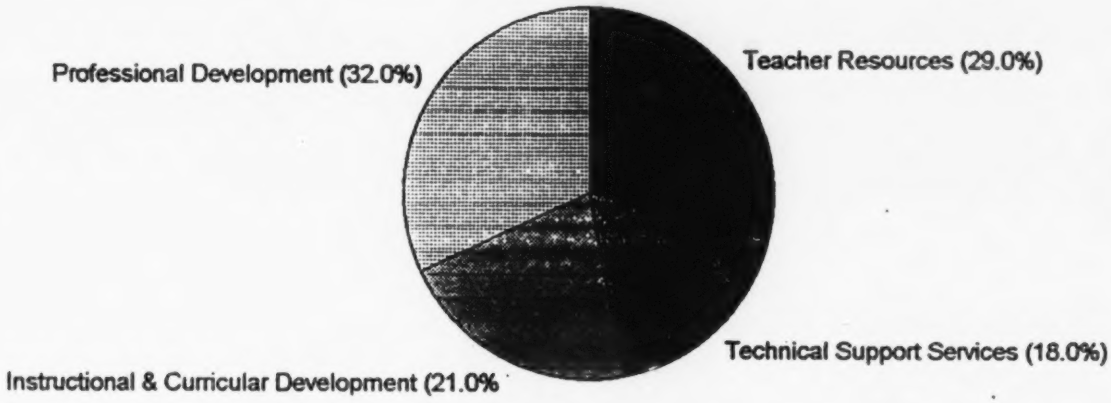
.5 That the issues of staff training through attachments, secondments, and studies abroad be addressed for all personnel related to the TRC operation.

.6 That the enhancement of school library services in the rural areas be addressed as soon as possible, and that school / community library programmes be evaluated for their potential and effectiveness in the community and in literacy education.

6. Implications for Each Island
6.7 St. Christopher (St. Kitts) and Nevis

6.7.1 SERVICE PRIORITIES

Using the data from the eleven (11) interviewees, the priorities for their preferences in the service modes are shown on the graph. There were strong representations made to organize a central Teachers Resource Centre to co-ordinate existing services and so that more materials could be effectively used in the various training programmes.



6.7.2 EXISTING SERVICES

The Reading Centre is a pleasant spacious classroom with a wide variety of teaching resources, and classroom ideas appropriate for working with children with reading difficulties. The space is adaptable for various kinds of workshops or individual activities. There is need for a wider range of resources.

The Educational Media Unit which specializes in radio broadcasts and tapes is also a very pleasant classroom-size setting. The involvement of school staff in the production of the materials, including the teacher's guides is to be commended.

The Audio Visual Equipment Repair Technician seems to work mostly from his vehicle. He services all the equipment in the Government offices. He has some training in this field, and now needs the facilities set up to make his production more efficient and effective.

The site for the new Public Library was viewed but plans were not reviewed. This will be a pleasant re-location for this service which manages branches and book- mobiles on various locations around both islands. Service to schools is also part of their mandate.

6. Implications for Each Territory

6.7 St. Kitts and Nevis

6.7.2 Existing Services

The offices of the consultants contain a variety of materials which they move to various locations when training sessions, mentoring, or individual work is involved. Several samples of locally produced materials were examined. The need for computer software publishing programmes and quality high speed duplicating services are needed to make these useful materials more accessible to all teachers.

The courses and services of the Technical College staff were also commended by several respondents.

The faculty of the College of Further Education which are anticipating new facilities by 1996 are housed in temporary quarters in various locations.

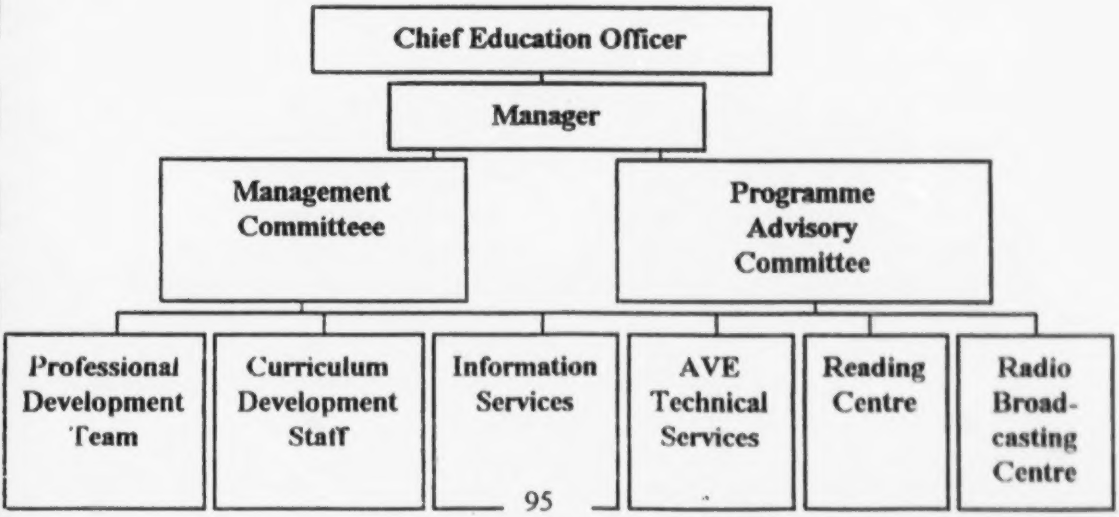
The services of the Early Childhood Development Unit and the Pre-School Centres were applauded.

There are currently five Adult Learning Centres strategically placed around the Islands to meet the needs of parents in the community. Some resources for immediate needs are located here also.

6.7.3 MANAGEMENT /GOVERNANCE STRUCTURES

Obviously many aspects of service have been developed by the Ministry of Education over the years. The co-ordination of these seems to have rested with the Chief Education Officer.

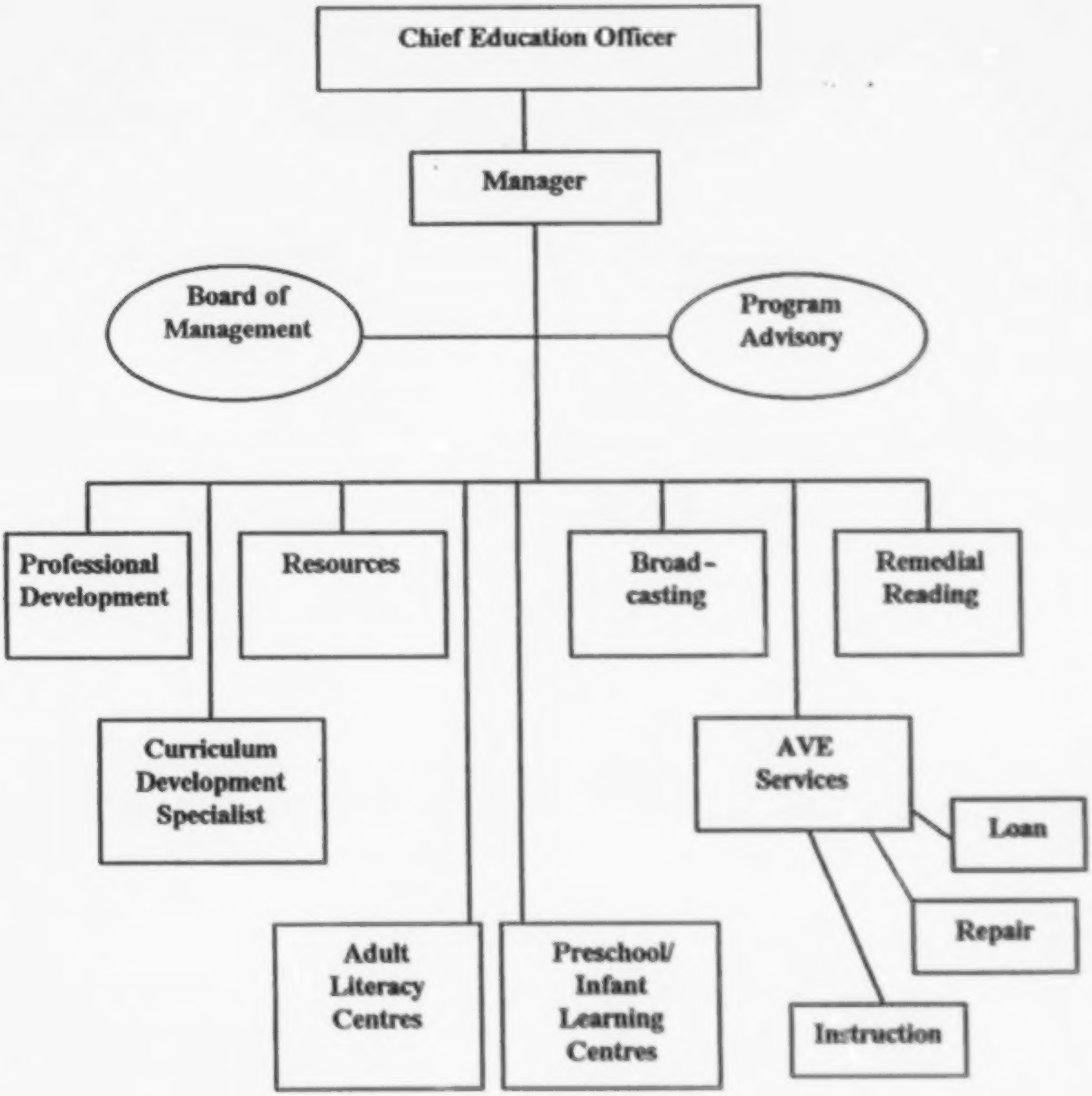
It would appear that some of these services could be coordinated by a Manager operating at the Education Officer, Senior Curriculum Development Officer level or better. The following chart offers a sample of the structure that might work in this case.


Chief Education Officer
Manager
Management Committeee
Programme Advisory Committee
Professional Development Team
Curriculum Development Staff
Information Services
AVE Technical Services
Reading Centre
Radio Broad-casting Centre

6. Implications for Each Territory

6.7 St. Kitts - Nevis

6.7.3 Management/Governance Structure


Chief Education Officer
Manager
Board of Management
Program Advisory
Professional Development
Resources
Broad - casting
Remedial Reading
Curriculum Development Specialist
AVE Services
Loan
Repair
Instruction
Adult Literacy Centres
Preschool/ Infant Learning Centres

6. Implications for Each Territory

6.7. St. Kitts and Nevis

6.7.4 LOCATIONS

.1 Some of the services might be better coordinated under one Manager in a central facility in Basseterre.

.2 satellite centres be developed in Nevis and Sandy Point as soon as possible with duplication of the resource materials that are currently available from the central office.

6.7.5 GENERAL RECOMMENDATIONS

.1 That a TRC be established drawing together in one central space, or at least coordinating all the various pre-school, primary, and secondary education services and resources now provided, and collecting together much of the material now scattered in various Ministry offices

.2 that audio visual and electronics equipment service, repair, storage and loan facilities be located at the main TRC for use by all government departments

.3 that enhanced school library / public library / community library branches be combined and developed in other areas where the population density warrants such levels of integrated service, and where the facilities can be appropriately located to meet client needs

.4 that teacher production units, including a make-and-take centre and a recycle centre be components of the main and Satellite Centres

.5 that consideration be given to developing the Teachers Resource Centre as a component of the College of Further Education based on the premise that the professional growth of teachers is a major factor in enhancing all educational opportunities. The Learning Resource Centre for such a facility might also be able to provide state of the art technology to Teacher Education, Continuing Education Division, Nursing Education, and Technical Education wings

.6 that an Education Officer be assigned to undertake whatever assessments need to be done with the key players to provide INTERNET services to all of the components identified in .4 above, collectively or separately as soon as possible.

.7 that a re-evaluation of the school library/resource centres be undertaken to determine what resources need to be provided, including photocopiers, video equipment, computer services, staffing needs, and scope of programme of services.

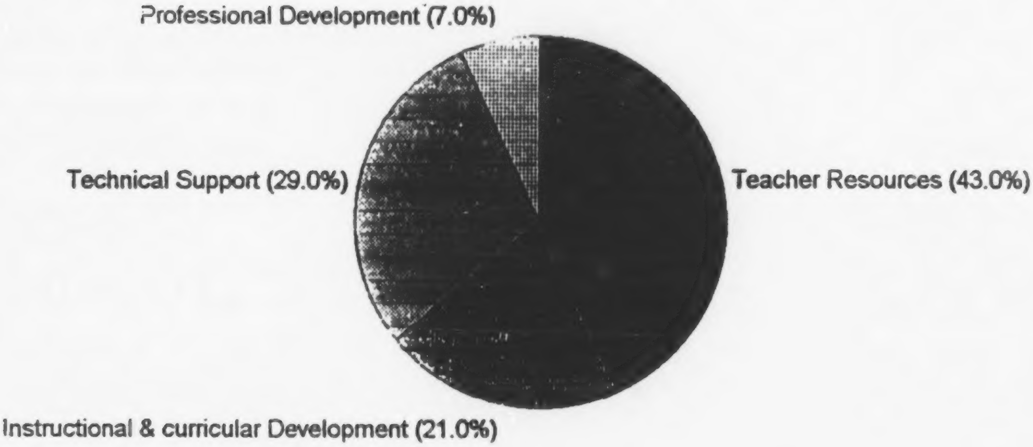
.8 that specialist services such as early childhood education, broadcasting, and reading resource services be maintained and integrated into the central unit.

.9 that additional support materials be provided the TRC and the Public Library for the Adult Literacy Centres with emphasis on locally produced materials to meet the unique needs of the clients.

6. Implications for Each Territory
6.8 St. Lucia

6.8.1 PRIORITIES

The discussion of priorities was animated, as various interviewee's confirmed the strong need for resources and technical support systems. The graph below shows the preferences.



6.8.2 EXISTING SERVICES

The role and responsibilities of CAMDU was discussed briefly. Most respondents recognized that a Teachers Resource Centre had different functions that the existing agency performs. It is designed as a consultative headquarters and a production unit for the Ministry. Training facilities and resources are limited.

Sir Arthur Lewis Community College offers various courses and programmes which would assist teachers and technical staff in developing and enhancing their skills. Access to model education libraries and collections for the general teacher in the community is more difficult.

Hunter J. Francois Library is part of the SALCC, and is organized to meet research and study demands of the faculty and the students. Services to the general public are available.

6. Implications for Each Territory
6.8 St. Lucia
8.8.2 Existing services continued -

Castries Central Library and its Branches provide a print oriented service to populations of all ages. Recent renovations have given patrons more access and more space to view and use materials.

National Documentation Centre for the Ministry of Education/Planning has responsibility for government publications and other research material. Access through this centre to other government and non-governmental agencies for information is common by researchers and planners. Few of the materials are used by classroom teachers or students.

Pre-School Service Centre, La Clery, Castries was a most impressive centre. It was colourful, spacious, warm and welcoming. The displays of material were eye - catching and the work and research sections were clearly marked. It was useful to see a make-and-take centre in operation, and a recycle centre where all teachers are free to come and use the materials. The book collection was somewhat limited, but the samples at hand gave an indication of the scope of children's literature available at this level. The staff were cordial and informative.

The Audio Visual Equipment Repair Unit at the Ministry Building is less than adequate. It needs a Plan of Action, a reorganization of space, additional tools, and access to repair parts more easily. It would appear that more staff training would also be beneficial. More time was needed to examine the operation and procedures in detail.

Some school teachers and administrators have taken advantage of the OCOD Centre to use the computer software programmes for major papers, report generation, and limited graphics. Others recognize that quantity printing can be done there very quickly. Access to the FAX, scanner, punch and bind have also been appreciated.

6.8.3 LOCATIONS

.1 Based on population distribution around the island, it would appear that at the existing District Offices should be considered as beginning sites for Teacher Resource Centres.

.2-5 Soufriere, Dennery, Micoud and View Forte are the sites that need immediate attention.

6. Implications for Each Territory
6.8 St. Lucia
6.8.3 Locations

.6 As funds, space, and staff become available one major Centre should be established in Castries. There were some respondents who argued for two or three smaller Centres scattered around the city even before the larger Centre is opened.

Their argument is that more teachers need places to meet, to copy materials, to make aids and devices for themselves, and that the funds should be spent in this way immediately rather than on built structures. It was further suggested that some of the larger comprehensive schools might be able to host such centres.

Linking this Centre with the Public Library Services would be a wise consideration.

.7 CAMDU should continue to operate as a Curriculum Development Unit of the Ministry, and there should be close collaboration with the Professional Development Teams and the Rural Teacher Centres.

.8 Greater use should be made of the OCOD offices for administrative work where appropriate.

.9 Current Pre-School Service Centres should be enhanced to provide resources to Early Years Programmes. If possible the facilities should be expanded to meet the growing demand, and more sessions should be held there to allow teachers the opportunity to see the ideas, make their own materials, or share with colleagues.

6.8.4 MANAGEMENT STRUCTURES / GOVERNANCE

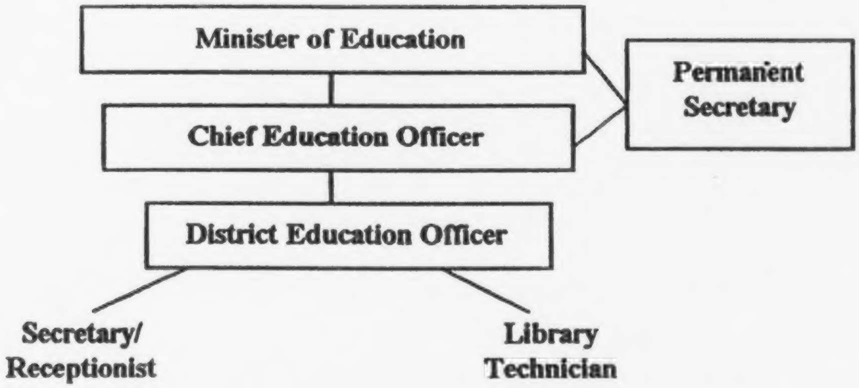
District Education Officers should be given responsibility to organize and develop a Centre appropriate to their needs. They might be wise to review the Section 5: TRANSLATING A VISION INTO ACTION. The Phase One option could be used for Implementation at this stage.

Four diagrams follow which might be used to show management structure and working relationships in different districts.

Option ONE is the simplest introduction of an information storage and retrieval concept. The DEO would find, or acquire enough space to house a collection of materials, photocopy equipment, and loan audio visual and computer equipment. Space would need to be available for the Library Technician to organize materials, to display them for client use, and to develop a loan circulation system. A space for the clients to work would be highly desirable. Between the three staff members, it should be possible to keep the facility open at least until (6:00) six p.m four days a week and on Saturday morning.

6. Implications for Each Territory
6.8 St. Lucia
6.8.4 Management/Governance Structures

Option I


Minister of Education
Permanent Secretary
Chief Education Officer
District Education Officer
Secretary/ Receptionist
Library Technician

6. Implications for Each Territory
6.8 St. Lucia
6.8.4 Management / Governance continued

Option TWO suggests the development of activities in the Centre which would draw people to it, over and above the professional development workshops and Inservice sessions. It also implies more than one classroom equivalent space being available to perform the functions needed by teachers at such a centre as outlined. Extended hours are important.

Option THREE adds the component of an Audio Visual Electronics Technician. Initially this could be an itinerant position shared with more than one Centre, provided the system is prepared to pay for travel and travel time. Part time employees might fill this responsibility until the demand for services increased.

Option FOUR recommends a stronger outreach programme. The possibility of re-deployment of Curriculum Development Specialists from the central Ministry offices for several months to do in-depth training, development and implementation or assessment could make the Rural Centres stronger agents. The presence of these resource personnel would give the teachers a greater chance at in depth discussions and follow-up mentorship.

By this stage, the media production section would be developing well, and the AVE Technician would be expected to work closely with the schools to see that all their equipment is in good working order, that all staff know how to use it; and that they are kept aware of new technologies that might be introduced.

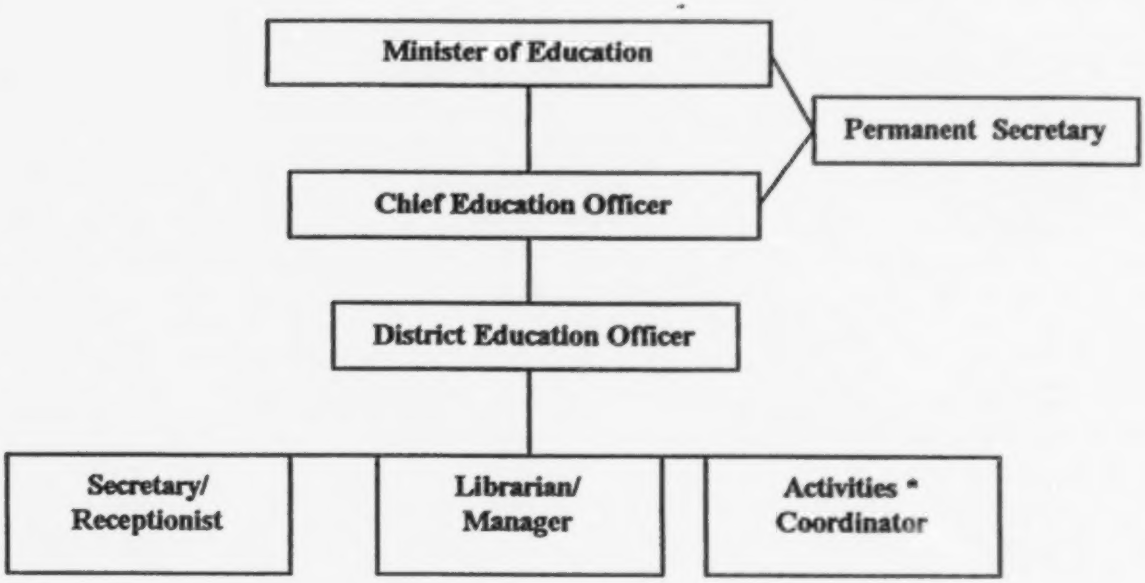
Liaison to CAMDU in a more formal way would be valuable by at least this stage, although one would have expected this relationship from earlier stages.

The development of a Programme Advisory Committee for each Centre would be an excellent way to keep the programme focused on the client needs, as well as a fine advocacy tool into the community.

Option V (not shown here) would be the development of a coordinating centre with respect to information retrieval systems, larger quantity production facilities in audio and video sectors as well as print services, bulk purchasing, specialist consultant support staff, and specialized services outside the core consultant and support areas... eg. agriculture, home economics, technology.

6. Implications for Each Territory
6.8 St. Lucia
6.8.4 Management/Governance Structures

Option II

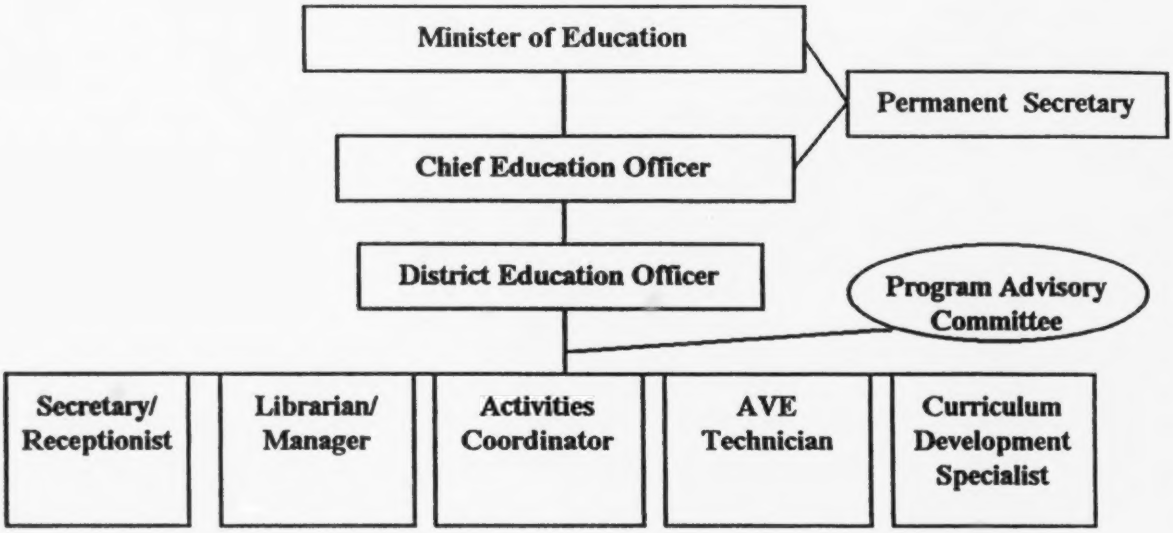

Minister of Education
Permanent Secretary
Chief Education Officer
District Education Officer
Secretary/ Receptionist
Librarian/ Manager
Activities * Coordinator

*

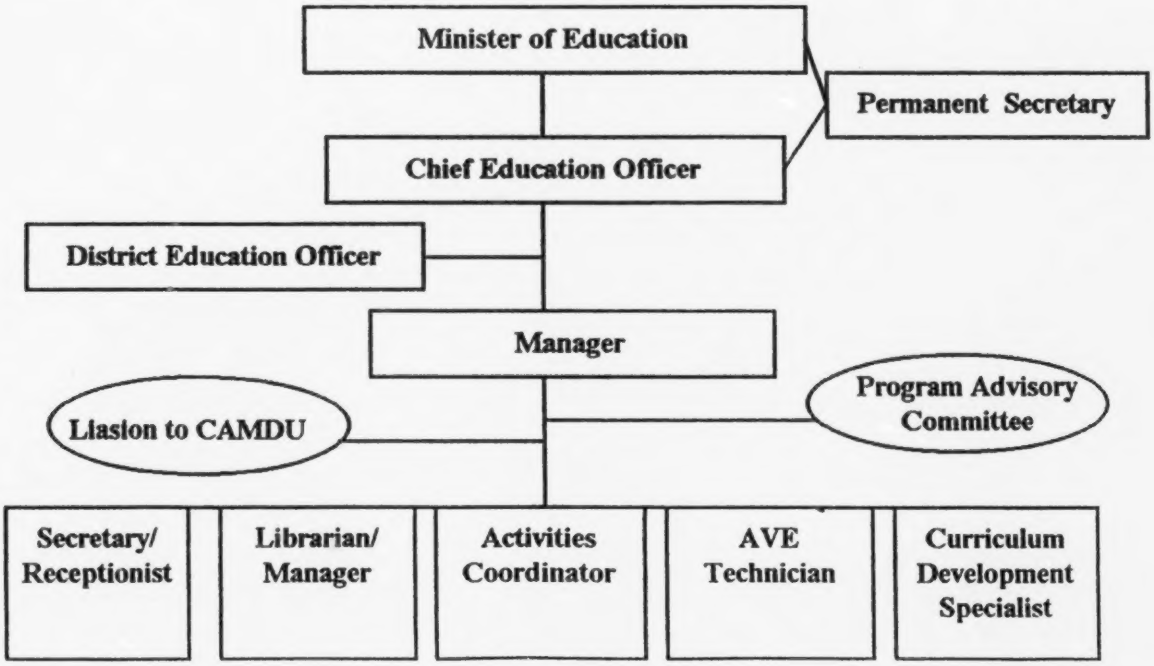
1. Teachers Resource Library
2. Children's loan library
3. Free & inexpensive make and take material and workspace
4. Recycle Centre
5. Teaching ideas centre
   - samples and plans
6. Nutrition Centre
7. Office space
8. Workshop and Inservice room
9. Photocopying centre
10. Manipulative materials
    - cross disciplinary

6. Implications for Each Territory
6.8 St. Lucia
6.8.4 Management/Governance Structures

Option III


Minister of Education
Permanent Secretary
Chief Education Officer
District Education Officer
Program Advisory Committee
Secretary/ Receptionist
Librarian/ Manager
Activities Coordinator
AVE Technician
Curriculum Development Specialist

Option IV


Minister of Education
Permanent Secretary
Chief Education Officer
District Education Officer
Manager
Liasion to CAMDU
Program Advisory Committee
Secretary/ Receptionist
Librarian/ Manager
Activities Coordinator
AVE Technician
Curriculum Development Specialist

6. Implications for Each Territory
6.8 St. Lucia

6.8.5 General Recommendations

.1 that one prototype of a Rural Teachers Resource Centre should be established immediately in one of the Districts outside of Castries, and that it should be used as an experimental model around which others can be initiated, as suggested in Section 8.8.3 Locations.

.2 that the existing Pre-School Service Unit at LaClery be enhanced and expanded to serve the Early Childhood, Infant and Primary teachers, and that this become a starting model for other Centres in the territory.

.3 that Curriculum Officers and/or Education Officers be re-deployed to the various Centres according to the assessed needs and to their particular skills to implement programmes in depth.

.4 that the District Education Officers, RTRC Managers, Director of Library Services, and chairpersons of Advisory Committees meet on a semi-annual basis to review the Plans of Action for each Centre; to set in place evaluation programmes for each location; and to make recommendations to the Chief Eduction Officer regarding the development of the programme.

.5 that an Education Officer be assigned to work with the appropriate agencies to develop and implement a plan for electronic communication, including the INTERNET in all education facilities on the Island.

.6 that a review of the school library facilities, resources, services, staffing and programmes be initiated, with recommendations for their growth in collaboration with the RTRC programme and the Public Library programme.

.7 that the audio visual and electronics services unit be significantly upgraded, including appropriate facilities, staff training, supplies, and equipment to serve the Castries area and Ministry requirements;

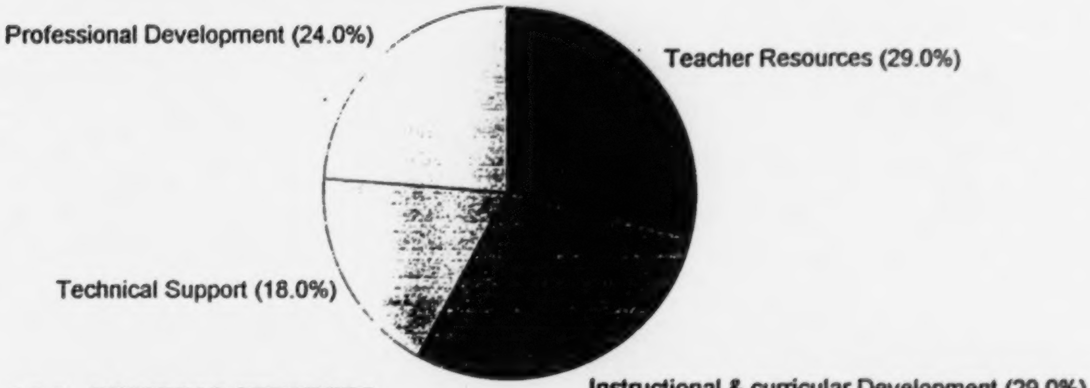
and that additional staff be acquired as soon as the RTRC programmes need such assistance.

.8 that a Committee be struck to develop a plan of library automation, information storage and retrieval so that the systems will be compatible among the various agencies working in education.

6. Implications for Each Territory
6.9 St. Vincent and the Grenadines

6.9.1 SERVICE PRIORITIES

A range of only ten percentage points separates the choices when the interviewees were invited to prioritize the four service areas. There was a conscientious concern that the they all work together in an integrated fashion. The following graph indicates the choices:



6.9.2 EXISTING SERVICES

A proposal entitled *Library Services for the 21 st Century*, including adult education for a central (national) information centre with local networks and the relationship to new secondary school has been prepared. Financial support from the Japanese Government is included.

An Audio Visual Repairs Technician has been sent for basic training through OCOD and operates out of a small facility near the Ministry offices.

A Graphic Artist operates out of the Teachers College, with occasional assistance to the Ministry

Multi Purpose Centres (MPC) related to the Technical Vocational Projects, and serving clusters of schools in a catchment area are in the development process. Four of a projected eleven centres are now in place. The site at Campden Park was noted.

The Georgetown Experiment in expanding secondary school facilities to provide community library services outside of regular school hours was cited.

A new $ 4.5 Million EC Secondary School offering a combined school and public library service was visited. It is located beside Campden MPC, and was funded by local bond development. This site has great potential.

6. Implications for Each Territory
6.9 St. Vincent

6.9.3 LOCATIONS

There is need for one central co-ordinating Teachers Resource Centre, providing information, production, equipment repair services, and curriculum development services in Kingston in collaboration with the Public Library System. This may be described as a Curriculum Development Centre in terms of World Bank definitions, but TRC usually has broader scope.

Satellite Centres will be needed in relation to the Multi Purpose Centres, and in some of the larger schools where new buildings are anticipated on some of the other Islands.

Enhanced collections and basic services are needed in relation to the Adult Education Centres.

The Learning Resources Centre at the Teachers College needs to be significantly enhanced in scope of services, resources, and staffing in order to provide a model of the programmes needed in schools. These resources need to be networked with TRC and the Public Library system.

6.9.4 MANAGEMENT STRUCTURES

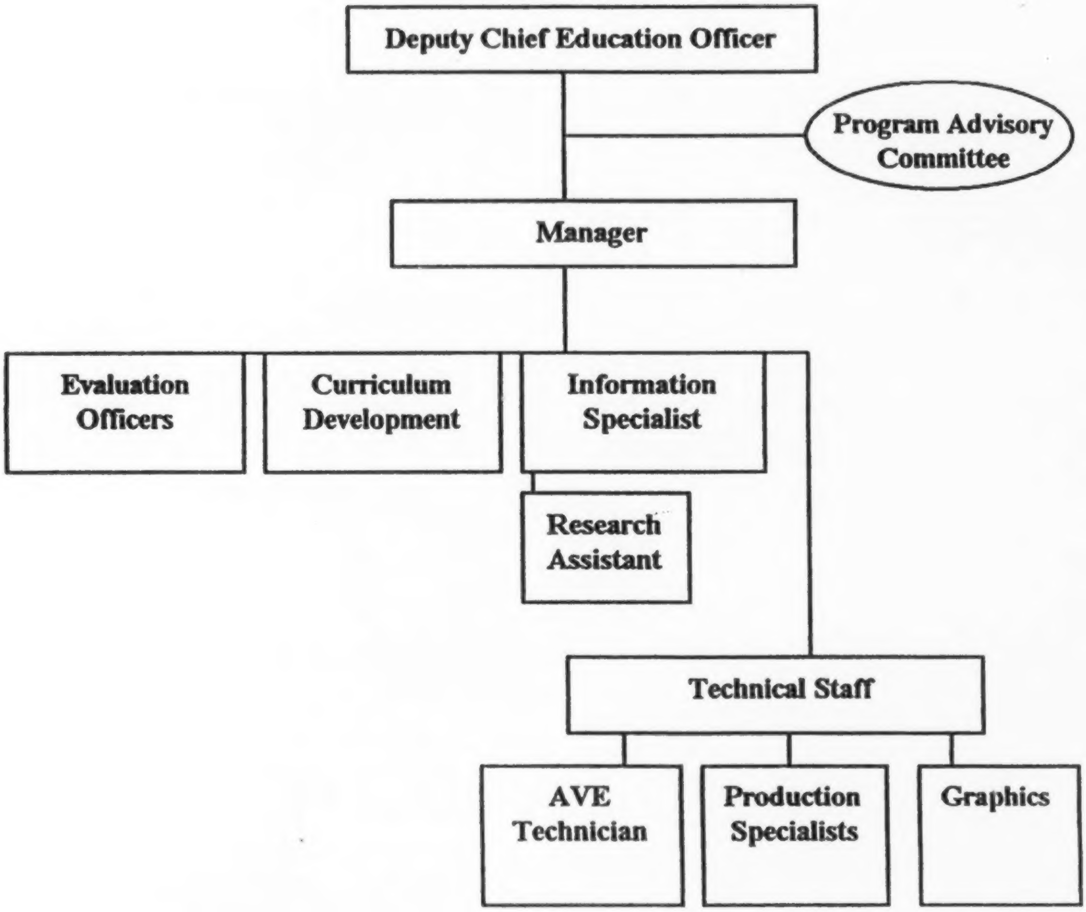
Three options are projected for development for the central and rural operations.
Option ONE recommends a staged development of a full Centre, with a Manager at the level of an Education Officer reporting to the Deputy Chief Education Officer. A sample diagram follows.

Option TWO suggests a simplified staffing for rural / Island centres. In these cases it is recommended that the assistant RCTC managers report to the national TRC Manager.

Option THREE is a proposal that projects enhanced and combined resources, staffing and services in school, community and Satellite Centres. The close collaboration with the TRC Manager and the Director of Public Library Services is very important.

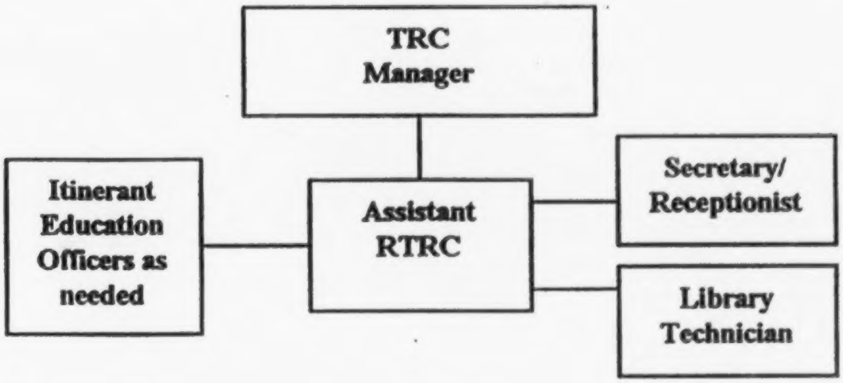
6. Implications for Each Territory
6.9 St. Vincent
6.9.4 Management Structures

Option I

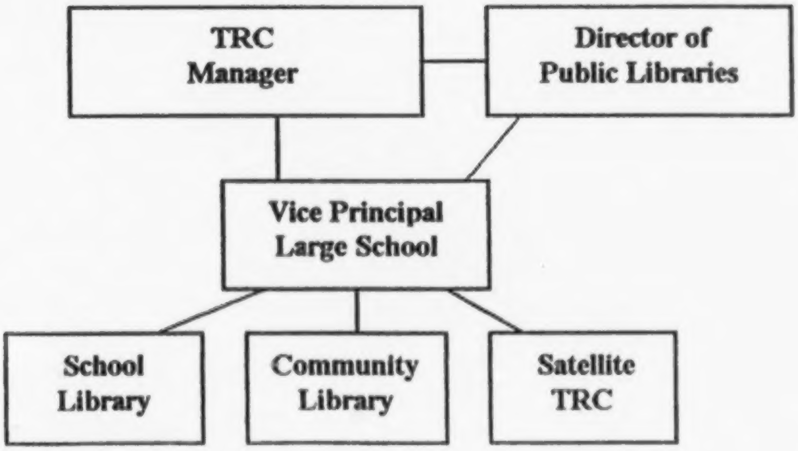

Deputy Chief Education Officer
Program Advisory Committee
Manager
Evaluation Officers
Curriculum Development
Information Specialist
Research Assistant
Technical Staff
AVE Technician
Production Specialists
Graphics

6. Implications for Each Territory
6.9 St. Vincent
6.9.4 Management Structures

Option II for Rural Centres


TRC Manager
Itinerant Education Officers as needed
Assistant RTRC
Secretary/ Receptionist
Library Technician

Option III


TRC Manager
Director of Public Libraries
Vice Principal Large School
School Library
Community Library
Satellite TRC

(Combined in one enhanced service, with extended hours)

6. Implications for Each Territory
6.9 St. Vincent and the Grenadines

6.9.5 GENERAL RECOMMENDATIONS

.1 That one TRC be established in Kingston drawing together the resources that are now scattered in many offices in the Ministry and related programmes.

.2 That the Public Library System be involved with the Education Officer - Planning in designing the Plan of Development for the central TRC, and
that the process for putting the Satellite and Rural Resource Centres in place on a pilot basis be addressed as soon as possible.

.3 That the Audio Visual Equipment Repairs Service unit be significantly upgraded in terms of staff training, facilities, equipment and supplies, and
that this unit be integrated into the TRC unit as it evolves.

.4 That the Learning Resource Centre at the Teachers College be upgraded to include both professional materials and teaching aids and devices in all media formats, equipment and staffing so that this will become a model demonstration and teaching centre integral to the place of learning resources in the teaching programme.

.5 That a Network system be created to connect the TRC, Public Library System, Teachers College, and other information services on the Islands;
and that this system be an integrated electronic system as soon as funds are available.

7. SUMMARY

The concept of Teachers Resource Centres as part of the OECS Educational Reform Strategies was discussed with approximately 75 interviewees identified by the Ministries of Education in each of the eight Island Territories. Visitations to suggested sites were made and documents were collected and analyzed as provided by the respondents.

The four basic component areas for a TRC in the investigation were: Professional Development, Instructional and Curriculum Development, Teacher's Resources, and Technical Support Services. The interviewees responded to the clarification of these four areas and their prioritization with much discussion and commitment.

Based on the collective information from the respondents, site observation, review of the literature and personal experience, the researchers prepared suggested strategies for organizing such Centres, phases in the translation of the vision into action, and implications for each Territory. The recommendations are designed to assist decision makers to move to the next stage according to their local educational needs and priorities, funding availability, access to facilities and trained staffing.

Definite funding figures are not provided at each stage because of the number of variables across the Territories.

The enthusiastic response to the interview survey questionnaire, and the frequently animated discussion at all levels of Administrative and Consultative participants indicates that there is a strong feeling of viability and feasibility for this project. The comments regarding benefits to the systems were encouraging.

Implementation of the Teachers Resource Centre concept can make available a powerful tool for educational change across the Eastern Caribbean.

8. RECOMMENDATIONS

1. That the OECS be urged to give consideration to the country specific prototypes and recommendations, to continue their in - country deliberations, and to seek assistance where deemed necessary with the implementation stages.

2. That opportunities for visitations and attachments be arranged for Managers as soon as they can be appointed, but prior to completion of structural renovations, acquisition of equipment and furnishings , in order that perceptions and procedures may be clarified on how Centres can be set up and how they are operated.

3. That, where necessary, external funding be sought to build and renovate appropriate facilities.

4. That given the efforts of the Territory Governments to provide financial resources for the on-going operational and maintenance costs including staffing, collection development and equipment needs, the Managers of the Centres will initiate mechanisms to foster the greatest possible level of accountability in their operations.

5. That Territories be encouraged to continue to work collaboratively with other education - related agencies and institutions to facilitate the most efficient network of databases and inter-locking services for the benefit of school classroom instruction, and including capitalizing on joint-use facilities where the demographics make this appropriate.

6. That education-related agencies in each Territory be encouraged to work closely together for cost effectiveness in procurement of supplies, equipment, furnishing, library automation systems, local area computer networks, and the INTERNET.

7. That the role and function of the Advisory Committees for Management, Programme Services, and Evaluation be assessed on a biennial basis.

8. That an annual statement of Goals and Objectives be developed by the Managers, in conjunction with their Advisory Committees and the Chief Education Officer.

9. That a Plan of Action based on the Goals Statements and outlining specific strategies for implementation, and showing specific methods of evaluation of each strategy must be prepared at the start of each operational year.

10. That the working relationship between the District Education Officers and the Teachers Resource Centre be clearly demonstrated to all schools, and that where possible they should be housed together, or at least in very close proximity to each other.

8. RECOMMENDATIONS

11. That the Manager of the Teachers Resource Centre be responsible for co-ordinating and/or initiating a Professional Development Plan with the Chief Education Officer and colleagues for the personal and professional development of administrators, teachers and parents in the country; and

11.1 that an annual evaluation and report be used to provide feedback for the cycle of development for the following year.

12. That materials for simple local production of teacher-made teaching materials and resources be supplied as part of the services of the Centre.

13. That the Audio Visual & Electronics Technician service component in the development of the Teachers Resource Centre be initiated as an early priority, with staff training, space, equipment, and supplies appropriate to the scope of the job made available; and

13.1 that this expertise and service be provided to all schools and administrators on the island from the Central site as well as on location as time permits and staff is available.

14. That resources, equipment and supplies for more expensive projects and productions to be implemented through the Centres be costed, project budgetted, or funded from the initiator's account and in collaboration with the Manager respecting time, scheduling, space, staffing and resources .

APPENDICES

9.1 LIST OF PERSONS INTERVIEWED BY TERRITORY

ANTIGUA AND BARBUDA:

Mr. Whitfield Harris	Advisor to Minister
Mrs. Evelyn Sheppard	Chief Education Officer
Mrs. Violet Lewis	Deputy Chief Education Officer
Mr. Alfred Alexander	Director, Technical/Vocational Education
Mr. Michael Francis	Co-ordinator of Mathematics
Mr. Earl Skerritt	Science Co-ordinator
Ms. Helen Dublin	Examinations Officer
Mrs. Gloria Samual	Education Officer Zone 1
Mr. Leroy Sutton	Education Officer Zone 3
Mrs. Jean Edwards	Supervisor, Home Economics
Mrs. Sheila King	Supervisor of Handicrafts
Mrs. Novella Browne	Supervisor, Infant Education
Mr. Alphonso Osbourne	Senior Education Officer

BRITISH VIRGIN ISLANDS

Mr. Bryan Penn	Permanent Secretary
Mr. Leroy Turnbull	Chief Education Officer
Dr. Quincy Lettsome	Deputy Chief Education Officer
Mrs. Josephine Callwood	Education Officer, Planning/Examination
Mrs. Prudence Barry	Education Officer, English, Early Childhood Education

LIST OF PERSONS INTERVIEWED BY TERRITORY

British Virgin Islands

Mrs. Lynden Smith	**Education Officer, Reading**
Mrs. Kirlin Lettsome	**Principal, Scatliffe Primary School**
Mrs. Bernadine Walters-Louis	**Chief Librarian**

DOMINICA

Ms. Jennifer White	**Permanent Secretary**
Mr. Anthony Lockhart	**Chief Education Officer**
Mr. Zebi Pollock	**District Education Officer , Eastern District**
Mr. Rupert Lance	**Education Officer Curriculum**
Mrs. Josephine Josephs	**Education Officer, Senior Level Schools**
Mrs. Frances Harris	**Principal, Teachers Training College**

GRENADA

Mr. Francis Sookram	**Education Officer**
Miss Susanna Antoine	**Education Officer**
Mr. Julien Ogilvie	**Education Officer**
Mr. Delano Viechweg	**Education Officer**
Mr. Franklyn Marshall	**Education Officer**
Miss Ivy Harris	**Education Officer**
Mr. Basil Bonaparte	**Head, Curriculum Development Office**
Mr. Justin Benjamin	**Curriculum Officer - Language Arts**
Mrs. Jean Brizan	**Curriculum Officer - Science**

9.1 LIST OF PERSONS INTERVIEWED BY TERRITORY

Grenada

Mr. Dennis Bell	**Curriculum Officer - Mathematics**
Mrs. Myra Lewis	**Guidance Counsellor**
Mrs. Margaret Williams	**Guidance Counsellor**
Mr. Wilfred Jones	**Head, Department of Agriculture**
Mr. Vincent Morain	**Agricultural Officer**
Mr. Lex Mc Bain	**Agricultural Officer**
Mrs. Catherine Bethel	**Home Economics Officer**
Miss Allison Parke	**Home Economics Officer**
Mr. Alphonsus Gooding	**Technical Education Officer**
Mr. Goderick Pierre	**Assistant Technical Education**
Mrs. Ruth John	**Director of Public Library Services**
Miss Clanice Robinson	**Librarian, National Documentation Centre**
Ms. Jeanette Du Bois	**Administration, T. A. Marryshow Community College**
Ms. Cheryl Sylvester	**Librarian, T. a. Marryshow Community College**

MONTSERRAT

Hon. Lazelle G. Howes	**Minister of Education**
Mr. Joseph Daniel	**Permanent Secretary**
Mrs. Oselyn Jemmotte	**Director of Education**
Mr. Leslie Thomas	**Education Officer, Primary & Teacher Education**
Mr. Paul Payne	**Principal, Montserrat Technical College**
Miss Ruth Allen	**Librarian - Resource Centre**
Ms Grace White	**Curriculum Co-ordinator, Primary and Lower Secondary Schools, Exams Co-ordinator - Primary**
Mr. Alrick Taylor	**Education Officer, Planning**

LIST OF PERSONS INTERVIEWED BY TERRITORY

ST. KITTS AND NEVIS

Mrs. Lorna Callender	**Permanent Secretary**
Mr. John White	**Chief Education Officer**
Mrs. Anita Morton	**Education Officer, Adult and Continuing Education**
Mrs. Icilma Springer	**Reading Resource Coordinator**
Ms Vaple Burt	**Education Officer, Primary School Supervisor** **Educational Broadcasting Coordinator**
Mrs. Velma Gumbs	**Project Officer**

ST. LUCIA

Mr. Gaspard Charlemange	**Acting Chief Education Officer**
Mr. Aldrek Mondesir	**Acting Education Officer, Curriculum**
Mr. Marcellus Albertine	**Acting Education Officer, Planning**
Mr. Patrick Felix	**Education Officer, Adult Education**
Ms. Philomene Augustin	**Acting Education Officer, Primary Schools**
Ms. Ruby Yorke	**Education Officer, /Pre-school Programmes**
Ms. Agatha James	**Education Officer, District 1**
Mr. Rudy John	**Education Officer, District 3**
Mrs. Deborah Lambert	**Research Officer, CAMDU**
Ms. June Sifflet	**Curriculum Officer, Social Studies**
Mr. Winston Blanchard	**Curriculum Officer, Science**
Mr. Dunstan St. Omer	**Curriculum Officer, Art**
Miss Joan Hyacinth	**Graphic Artist**

LIST OF PERSONS INTERVIEWED BY TERRITORY

ST. VINCENT

Mr. Macaulay Peters	**Chief Education Officer**
Mr. Cools Van Loo	**Education Officer, Planning**
Miss Yvonne Gaynes	**Curriculum Development Officer**

Appendix 9.2

OECS TEACHER RESOURCE CENTRES STUDY QUESTIONNARIE

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SERVICES

1. What role would you see a TRC playing in the professional development of:
(a) beginning teachers (b) experienced teachers
(c) new curriculum (d) parents & community (e) others

2. What activities would you expect from a TRC in the areas of instructional and curriculum development ?

3. What kind of teachers' resources would you suggest might be housed for
(a) loan (b) on site use ?

4. What kinds of technical support services do you think your teachers would use if a TRC was set up in your district ?

PRIORITIES

5. How would you prioritize the above four areas of service in order of greatest need in your schools ?

6. Which of these services are currently being provided in your district ?
.1 professional development
.2 instructional and curriculum development
.3 teachers' resources
.4 technical support services

6 a Is there any place where we could see these services in action today ?

6 b What kinds of physical facilities do you currently have available ?

6 c Do you currently have proposals for a TRC for your district (s) ?

6 d Which of the four types of services discussed above do you see your island providing ?

LOCATIONS

6 e Would you prefer to see different aspects of these services at various locations on your island , or to have them all in one location ?

7. What types of mechanisms for facilitating access to these resource and services would you recommend ?

EVALUATION

8. How would you evaluate the services of the TRC ?

STAFFING

9 a What kind of staff do you anticipate to open such a centre ?

9 b What other staff would you add to make the centre fully operational ?

TRAINING

10 a What sort of assistance would you require to train personnel for the TRC ?

10 b Have you any resources to do this type of training in your territory now ?

10 c Have any persons from your territory received such training recently, and what has happened since his/her return ?

MANAGEMENT

11 a How should the TRC be managed/governed ?

.1 Ministry sponsored	***.2 Ministry directed***
.3 Arms length	***.4Advisory Committee***
.5 Role of the Union personnel	***.6 Private sector***
.7 other	

11 b Who should be the leader/manager of the TRC ?

11 c What should his/her qualifications be ?

11 d To whom should this person report ?

11 e What relationship should there be between the centre manager and

.1 Educational officers	***.2 Consultants***
.3 Principals	***.4 Teachers***

FUNDING

12 How should the TRC be funded ?

13. Describe the types of inter-agency collaboration or interaction you would expect between the TRC and other educational institutions and agencies .

FEASIBILITY

14 a How feasible do you consider the setting up or the expansion of TRC to be in your districts ?

14 b How beneficial do you see the concept to be in your country ?

15. Any other areas of interest or concern .....

Appendix 9.3

Comparative Demographic Data

	Antigua/ Barbuda	British Virgin Islands	Dominica	Grenada	Montserrat	St. Kitts Nevis	St. Lucia	St Vincent/ Grenadines	Totals
Population	84,600		21,300	95,00	12,000	45,000	136,000	113,000	
Area Sp. Mi	171	32	290	133	32	101	238	150	
Schools:									
Preprimary	35	7	70	75	14	40	150	75	466
Primary	43	20	66	77	12	31	88	66	403
Secondary	12	6	13	19	2	8	16	21	97
Enrolment									
Preprimary	1800	330	3,000	4,218	471	1,384	7,200	2,500	20,903
Primary	10,963	2,595	14,920	22,423	1,548	6,912	32,290	24,134	115,787
Secondary	4,378	1,205	4,536	7,183	860	4,720	9,866	7,174	39,922
Staffing -Pri.									
Total	417	107	608	831	74	342	1,176	1,215	4,770
No. Trained	319	95	294	405	40	250	727	371	2,501
U. Grads	7	45	0	0	2	30	1	0	85
Staffing-Sec.									
Total	302	86	258	365	70	302	466	408	2.267
No. Trained	193	77	67	113	30	189	355	120	1.144
U. Grads	120	76	70	155	29	113	180	132	875
Budget, Data									
Total: Education	30.5	14.5	24.7	32.3	8	14.0	55.0	32.8	5.686
TotalGovernment	283.72	147	145.7	169.7	42.4	111.1	263.5	169.6	465
Tertiary Edn.									
Enrolment	692	54	493	780	201	1,433	1,455	578	1.525
Staffing	85		56	66	13	40	140	65	584
"A" Level	212		276	323	40	133	329	212	1.761
T. Ed.	45	10	63	89	24	37	154	162	
TVET.	413		201	310	93	279	319	146	

Source: OECS Education Reform Strategy. Sept. 1993

Comparative Data on Schools Reporting Withoutthe following Equipment or Facility

	Antigua/ Barbuda	British Virgin Islands	Dominica	Grenada	Montserrat	St. Kitts Nevis	St. Lucia	St. Vincent/ Grenadines	Totals
Total Schools									
Primary	78	27	136	152	26	71	238	141	869
Secondary	12	6	13	19	2	8	16	21	97
Typewriters									
Primary	23	15	39	40	10	20	48	21	
Secondary	0	0	0	0	0	0	3	-	
Photocopier									
Primary	29	0	53	48	10	18	76	64	
Secondary	7	0	0	6	1	4	7	16	
Library									
Primary	23	2	42	52	0	17	51	-	
Secondary	0	1	5	0	0	2	0	7	
Duplicator									
Primary	22	0	36	46	12	17	25	14	
Secondary	2	-	0	0	0	1	2	0	
Computer-Adm.									
Primary	27	0	63	54	12	27	-	66	
Secondary	7	0	13	0	-	3	-	20	
Computer-Lab.									
Primary	29	17	64	-	-	27	-	66	
Secondary	8	2	14	12	-	4	-		

Appendix 9.5

JOURNALS RECOMMENDED BY INTERVIEWEES

The following list of journal titles were provided by the various interviewees. It is appreciated that few Teachers Resource Centres would be able to purchase all these titles. However, from this list a selection might be made.

It is also possible that letters might be written to the publishers requesting sample back issues so that evaluations could be made before the subscriptions were entered.

It is also possible that some Corporate sponsorship might be obtained for some of the titles if the public sector were approached, and if they were to receive recognition.

***Arts and Crafts* (Monthly) British edition**

Association for Childhood Education International, membership and subscription

Association for Supervision and Curriculum Development, membership and subscription to journal: *Educational Leadership*

Canadian Administrator

Canadian Modern Language Review

Canadian School Executive

***Caribbean Curriculum*, published by the Educational Research and Development Department, Faculty of Education, University of the West Indies, St. Augustine.**

***Caribbean Education Bulletin*, published by the Association of Caribbean Universities and Research Institutes, Kingston, Jamaica, 1974 -**

***Caribbean Journal of Education* published by the School of Education, University of the West Indies, Mona, Barbados**

Caribbean Teacher

***CARSEA* (Caribbean Society of Educational Administrators), published by the School of Education, UWI, Mona, Barbados (Print currently suspended)**

Childhood Education (British)

Classroom Computer Learning

Educational Horizons, published by Pi Lambda Theta, P. O.. Box 6626,
Bloomington, Indiana 474-67626

The Educational Journal of Trinidad and Tobago, published by the Ministry of
Education and Culture, Trinidad and Tobago

Emergency Librarian, 284 - 810 West Broadway, Vancouver, B.C. V5Z 4C9

English Journal, The journal of the National Council Teachers of English

Exceptional Children

Insight: A Journal of the Ministry of Education, Barbados

Jamaica Reading Journal , published by the Jamaica Reading Association

JET (Journal of English Teachers), published by the National Association of
Teachers of English of - Jamaica
Journal of Counselling and Development

Journal of Reading

Journal of Home Economics, published by the American Home Economics
Association, 1555 King Street, Alexandria, Virginia 22313

*Journal of Marriage and the Family, published by the National Council on Family
Relations, 3989 Central Avenue North West, Minneapolis, Minnesota 55421*

Kappan; the Journal of Phi Delta Kappa, 8th & Union, Box 789, Bloomington,
Indiana 47402 , including the Fastback series and membership

Language Arts

Learning, P.O. Box 2580, Boulder, Colorado 80322

Light, a monthly news-magazine of the National Literacy Board of Jamaica

Mathematics Teacher; Journal of the National Council Teachers of Mathematics

Middle School Journal, published by the National Middle School Association, P.O.
ox 14882, Columbus, Ohio 43214

National Association for Gifted Children, membership and journal

National Staff Development Association, membership and journal

The Reading Teacher, **The Journal of the International Reading Association, 414 White Hall, Kent State University, Kent, Ohio 44242-0001**

Science Teacher

Times Educational Supplement

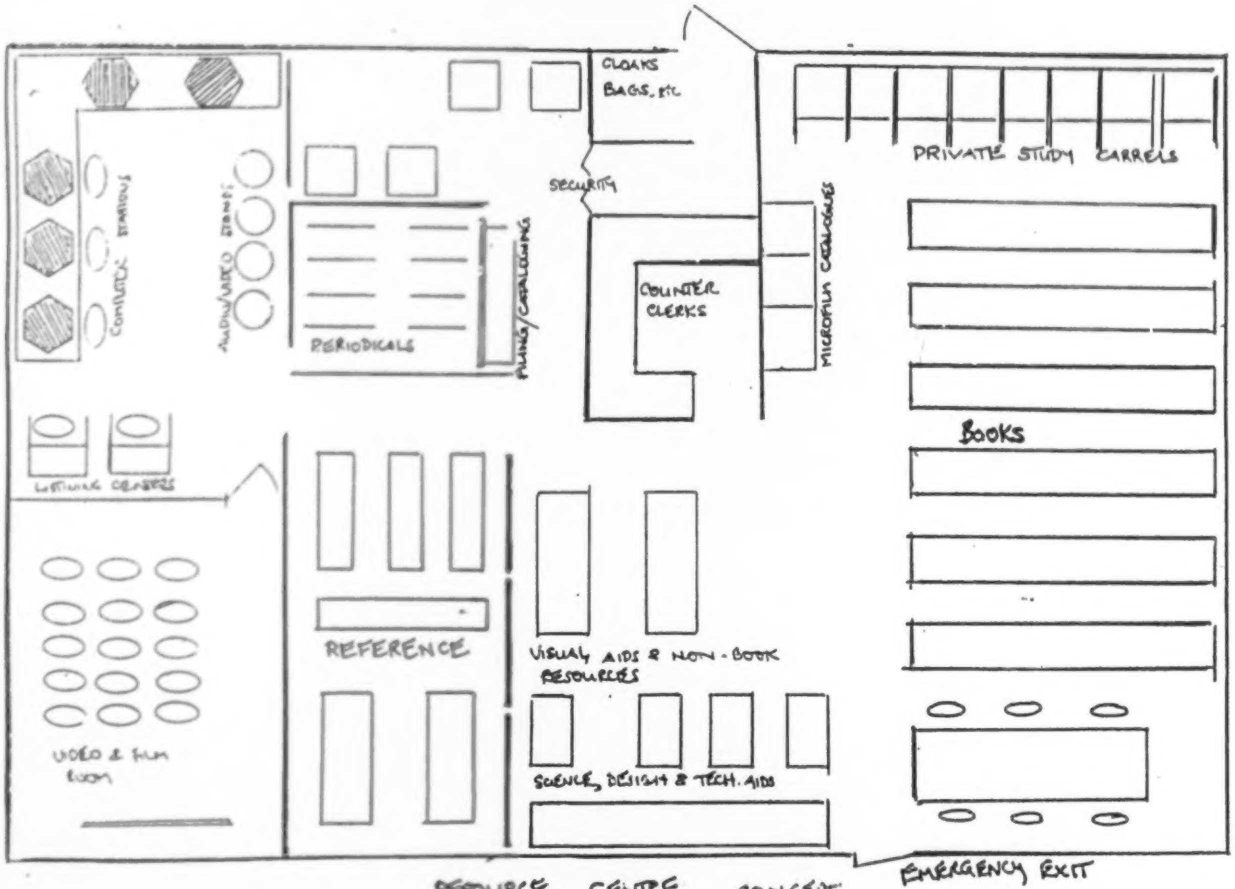
Torch**, a journal prepared by the Publications Branch of the Ministry of Education, Jamaica**

What's New in Home Economics, ISSN 0043-4590, **from 1429 Walnut Street, Philadelphia, Pennsylvania 19102**

Young Children

Appendix 9.6

Sample Floor Plan from British Virgin Islands Proposed Centre


CLOAKS
BAGS, ETC
SECURITY
PRIVATE STUDY CARRELS
COMPUTER STATIONS
AUDIO/VIDEO STANDS
PERIODICALS
FILING/CATALOGUING
COUNTER CLERKS
MICROFILM CATALOGUES
BOOKS
LISTENING CENTERS
REFERENCE
VISUAL AIDS & NON-BOOK RESOURCES
SCIENCE, DESIGN & TECH. AIDS
VIDEO & FILM ROOM
EMERGENCY EXIT

RESOURCE CENTRE – CONCEPT

THIS CONCEPT FOR A RESOURCE CENTRE IS BASED UPON THE IDEAL DIMENSION OF 3,200 SQ FT FLOORSPACE.

NB. TOILET FACILITIES

1. ARE NOT INCLUDED IN THIS SKETCH, ALTHOUGH IT IS THE INTENTION TO HAVE THEM INCLUDED.

2. THE VIDEO & FILM ROOM IS ALSO A PREVIEWING CENTRE, WHERE MORE THAN ONE PERSON CAN PREVIEW A VIDEO etc. USING EARPHONES, AND SEPARATE SCREENS

3. EXCEPT FOR THE VIDEO ROOM MOST OF THE PARTITIONS/WALLS ARE OF THE MOVEABLE TYPE. THIS WOULD ALLOW FOR FUTURE RE-ARRANGEMENTS.

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